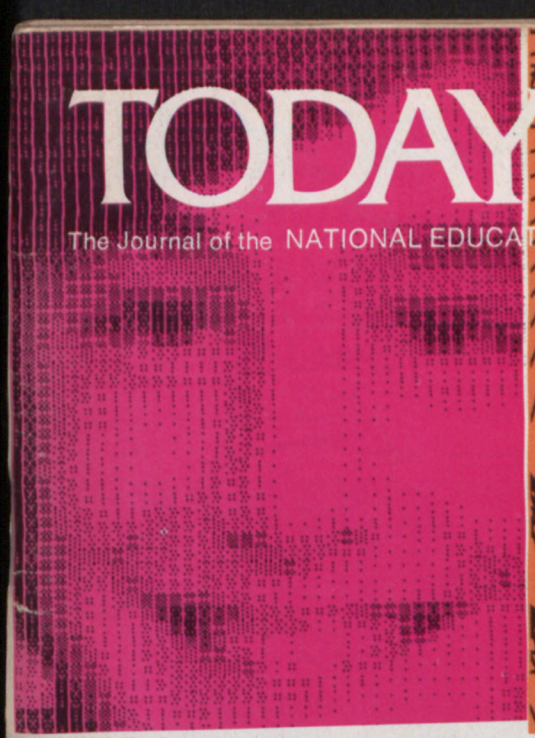
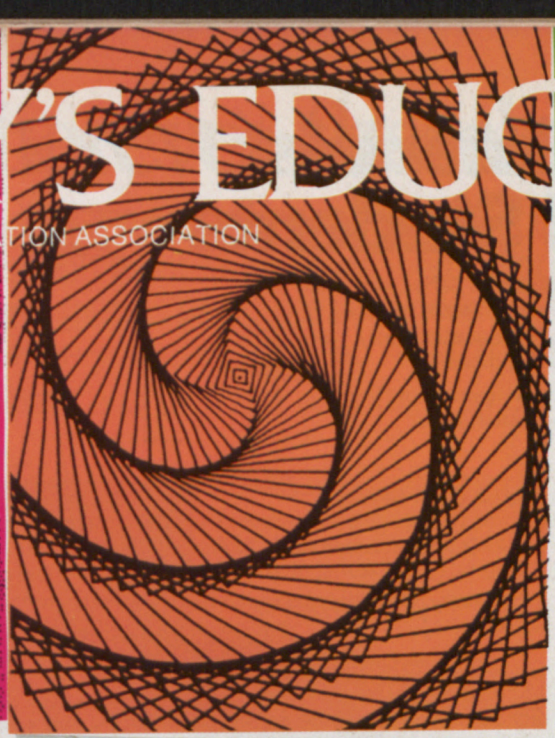
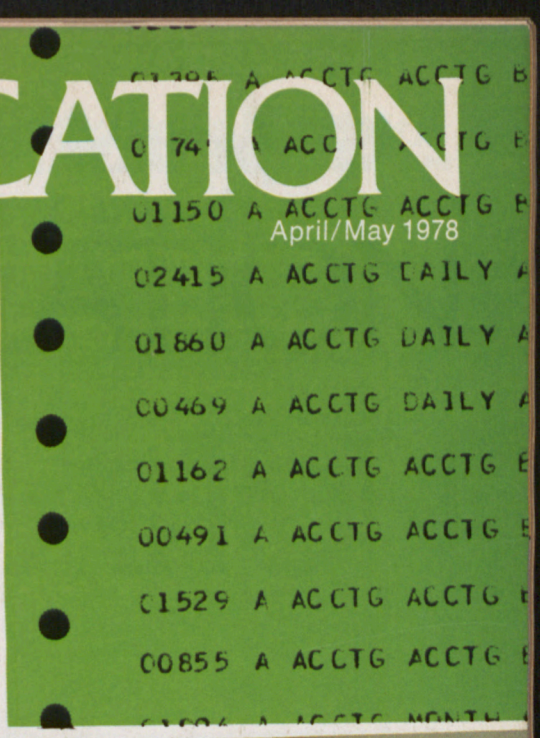
# TODAY'S EDUCATION

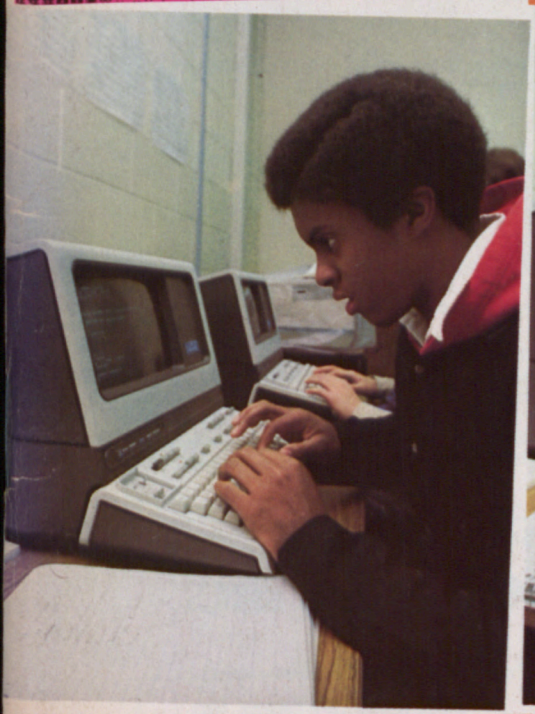
The Journal of the NATIONAL EDUCATION ASSOCIATION

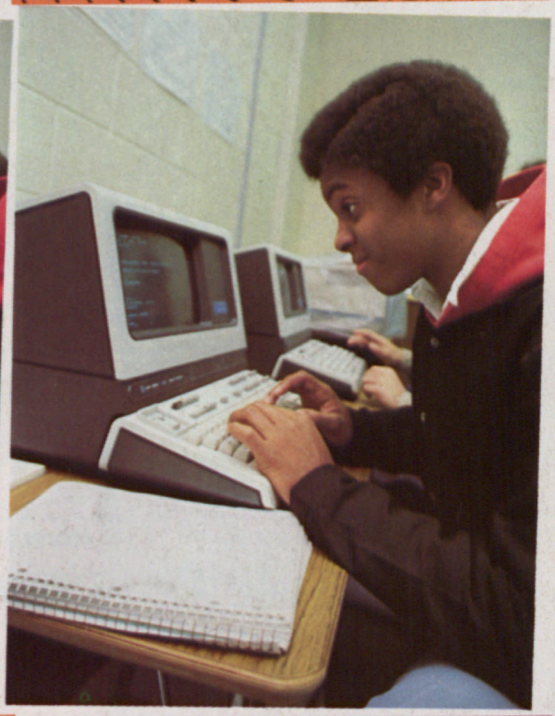
April/May 1978

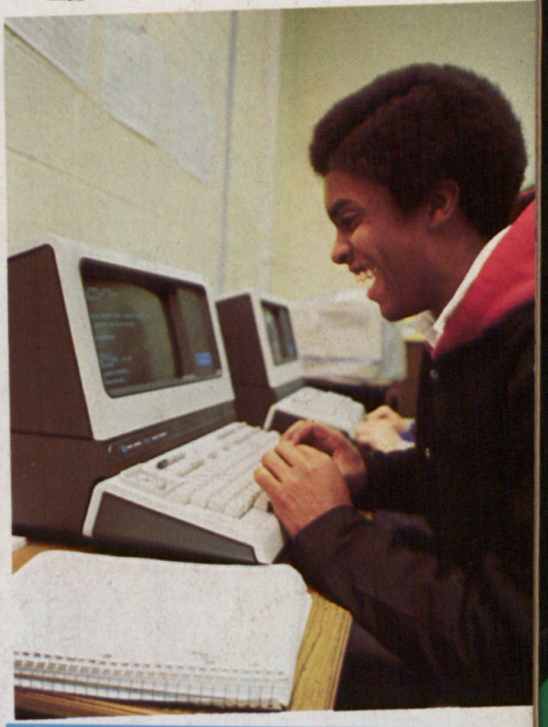


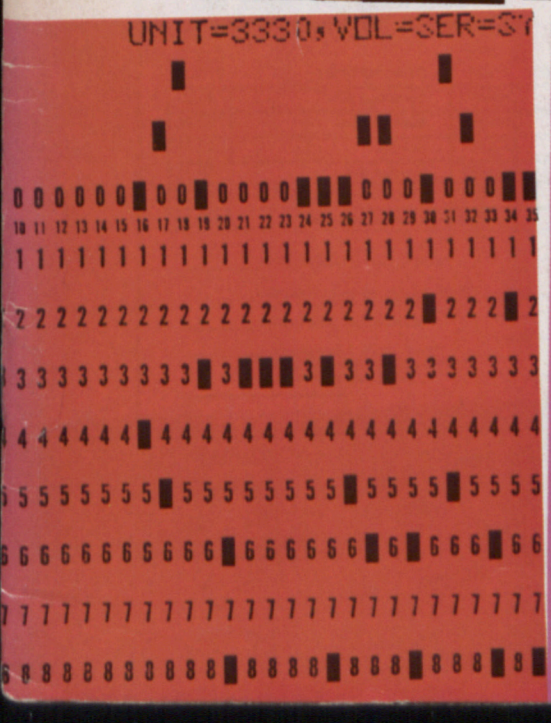



01150 A ACCTG ACCTG B
02415 A ACCTG DAILY A
01860 A ACCTG DAILY A
00469 A ACCTG DAILY A
01162 A ACCTG ACCTG B
00491 A ACCTG ACCTG B
01529 A ACCTG ACCTG B
00855 A ACCTG ACCTG B







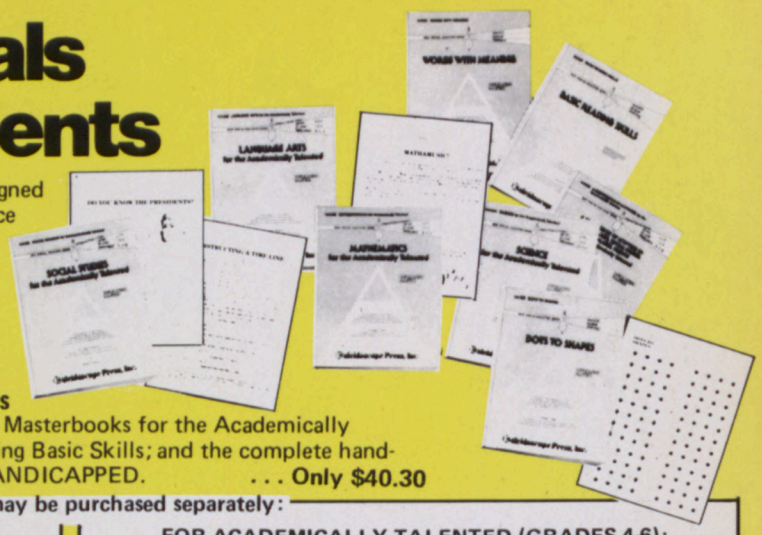


## THE UNFINISHED BUSINESS OF CAREER EDUCATION

# Superior Materials for Special Students

Introducing Kaleidoscope's Special Education Series, designed to help you enrich and supplement the learning experience of those special students in your class -- the academically talented, the skill-deficient, the mildly handicapped.

Can be adapted easily to your present curriculum for individualized learning, for small group activities, or for the total class.



## ALL NEW! Kaleidoscope Special Education Series

Complete program consists of FIVE(5) Spirit Duplicating Masterbooks for the Academically Talented; FIVE(5) Duplicating Masterbooks for Reinforcing Basic Skills; and the complete handbook for teachers, MAINSTREAMING THE MILDLY HANDICAPPED. **. . . Only $40.30**

**Masterbooks may be purchased separately:**

### FOR HANDICAPPED PUPILS: (Primary Level)

**DOTS TO LINES**
Activities help pupils relate to the verbal and visual concepts of line direction, such as up/down and left/right.
KA151 . . . . . $3.95

**DOTS TO SHAPES**
Helps pupils recognize and reproduce directional and spatial components of lines involved in basic shapes.
KA152 . . . . . $3.95

**DOTS TO LETTERS AND WORDS**
Develops and reinforces the child's recognition of directional and spatial components of manuscript alphabet letters.
KA153 . . . . . $3.95

**WORDS WITH MEANING** — **Grade level 3.0 or above**
Focuses on concrete mental operations with the given words and concepts – beginning with the words and concepts in isolation, and ending with writing and using sentences. The simple exercises will foster self-confidence.
KA154 . . . . . $3.95

**BASIC READING SKILLS** — **Grade level 2.5 or above**
Reinforces basic reading, vocabulary, and writing skills of problem readers with word recognition skills at or above the 2.5 grade level. A rich variety of related activities involve the child in thinking, creating, and doing.
KA155 . . . . . $3.95

### FOR ACADEMICALLY TALENTED (GRADES 4-6): Also, at level, 7-9 • for enrichment, 10-12

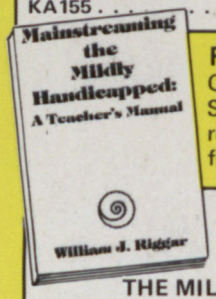
**SOCIAL STUDIES**
Focuses on the "social-ness" of social science as the student becomes more aware of the daily events in life and how they came to be.
KA451 . . . . . $3.95

**LANGUAGE ARTS**
High interest activities challenge the young adolescent's ability to learn about and use familiar (and not-so-familiar) words in a variety of situations.
KA452 . . . . . $3.95

**MATHEMATICS**
Puzzles, riddles, and other activities reinforce basic concepts in mathematics, as well as teach and reinforce new ways to work with numbers.
KA453 . . . . . $3.95

**SCIENCE**
Challenging activities and experiments encourage the student to search and discover the many mysterious facets of life surrounding him (from the smallest protozoa to the beating human heart).
KA454 . . . . . $3.95

**SOURCEBOOK OF ACTIVITIES**
**in Language Arts, Mathematics, Social Studies, Science**
Provides a variety of activities and exercises to enrich and reinforce the student's awareness of the interaction between the lessons taught in the classroom and their daily life. Activities have been designed for maximum interest and student involvement, and are readily extended into the home life.
KA455 . . . . . $4.75




**FREE!**
Order the entire Series and you'll receive absolutely free!

**Available at your Local School Supply Store, or send to:**

**Kaleidoscope Press, Inc.**
P.O. Box 169 Blackwood, NJ 08012

## MAINSTREAMING THE MILDLY HANDICAPPED: A Handbook For Teachers*

By William J. Riggar

A valuable, practical, non-technical handbook for daily use. Developed by William J. Riggar to help you reach and work realistically with all levels of student capacities in your mainstreamed classroom.

- Describes and distinguishes the learning disabled, the emotionally disturbed, and the educable mentally retarded pupil;
- Explores a mainstreaming approach based on the commonalities among all children;
- Offers positive preventive and corrective strategies for managing classroom behavior;
- Includes copies of records, reports, and contracts for teacher reference.

Perfect for individual use . . . for use by the entire professional and paraprofessional staff . . . for staff development programs . . . and for Parent-Teacher Associations.

KA651 . . . . . $3.25

* Yours FREE with the purchase of the entire Kaleidoscope Special Education Series (10 titles)!

**Mail This No-Risk Coupon Today! — Your 100% Satisfaction Guaranteed!**

☐ Please send me the entire Kaleidoscope Special Education Series, plus my FREE copy of THE MILDLY HANDICAPPED: A Handbook for Teachers.

☐ I wish to order the following titles separately:

KALEIDOSCOPE PRESS, INC.
P.O. Box 169 Blackwood, NJ 08012

| QTY. | CODE | DESCRIPTION | PRICE |
|---|---|---|---|
| | KA151 | Dots to Lines | $3.95 |
| | KA152 | Dots to Shapes | $3.95 |
| | KA153 | Dots to Letters to Words | $3.95 |
| | KA154 | Words With Meaning | $3.95 |
| | KA155 | Basic Reading Skills | $3.95 |
| | KA451 | Social Studies | $3.95 |
| | KA452 | Language Arts | $3.95 |
| | KA453 | Mathematics | $3.95 |
| | KA454 | Science | $3.95 |
| | KA455 | Sourcebook | $4.75 |
| | KA651 | The Mildly Handicapped | $3.25 |
| | KA650 | The Entire Series | $40.30 |

Total Number of Books Ordered _____

Name _____ TOTAL VALUE OF MERCHANDISE _____

School _____ NJ Sales Tax, unless exempt _____

Street _____ Please add 6% shipping/postage (enclose payment with order and we pay postage and handling!) _____

City _____ Total Amount _____

State _____ Zip _____

TERMS: Payment must accompany orders under $10 and those from individuals at home addresses. Credit is extended to schools, and other institutions only.

☐ **Payment enclosed** (& we pay postage & handling)

☐ **Please bill me**

TE-4

**YOUR SATISFACTION 100% GUARANTEED, OR YOUR MONEY HAPPILY REFUNDED**

CIRCLE QUICK-ACTION CARD NO. 60

# Home is wherever there's a telephone.

Almost anywhere in the world you find yourself, you can find a phone.
Then just tell the operator you want to place an international call, and you'll be back in touch with your family, friends or business in no time—for less than you think.
And phoning ahead when you plan your trip helps make it a smooth one, too.
Long Distance is the next best thing to being there.

Bell System

# In This Issue

This month's cover features a turned-on computer terminal and a "turned-on" high school student. The computer is no stranger in many of *today's* schools; it plays many roles there.

For example, hundreds of computer programs are available in business, mathematics, social studies, science. And as an indispensable tool and voracious employer in today's world, the computer is the subject of study by many high school students in the burgeoning field of career education.

Thus, the cover photo leads into an eight-page, special-feature section on career education. In the feature, the father of career education, Sidney Marland, calls upon schools and colleges to collaborate with business, labor, industry, and government in changing education in the United States.

Says the former U.S. Commissioner of Education, "The initiative must come from educators. The others [business, labor, industry, and government] do not want to take over education, but I believe they are ready to join forces with education."

As an example of a successful career education program, classroom teacher Barbara Hodgson then describes the Owen O. Sabin Occupational Skills Center in Milwaukie, Oregon: "a vocational education complex that offers high school students the opportunity to learn salable skills under skilled workers and professionals, using hundreds of thousands of dollars' worth of specialized equipment."

Another eight-page, special-feature section in this issue is on a contrasting subject: the arts in American education. It opens with an article by David Rockefeller, Jr., who was chairman of a panel sponsored by the American Council for the Arts in Education. The article captures the highlights of the panel's recently published report, *Coming to Our Senses*. The report claims that "learning through the arts has the potential to enhance one's general motivation to learn and to develop one's respect for a disciplined approach to learning."

Donald C. Wesley, a New York State high school teacher, follows up Mr. Rockefeller's article with a strong statement that "arts education will never play a central role in American education until every teacher committed to its importance works daily to bring arts education into the classroom."

From career education to the arts to Harry S. Broudy of the University of Illinois, who writes about "Conflicts in School Programs." He warns that "if the common school cannot find a unifying mission, the grab bag of ad hoc programs for this and that social evil will end up as items in the long list of abandoned innovations." He adds that "we can have a constructive pluralism if there is enough unity of theme to give the variations some kind of relevance to each other and to the whole of life."

As in the two special-feature sections, the lead article is followed up by statements from public school people who discuss the topic from their local vantage points. Following Dr. Broudy's article, Henrietta Holcomb of Arizona dramatizes the school's problems by saying, "When a group of adults are discussing a social problem or a community project, frequently one will say, 'The schools should be doing something about this!' Then most heads will nod in agreement." John Evans of Minnesota declares, "The most professional thing we can do is to find out what we have been able to do, what we can do, and then do no more."

Some 12 other major articles and 15 continuing features complete this issue. Among them are the following:

- *Two articles on teacher centers.* They tell what the latest legislation and regulations call for, what teacher centers are like, and how to proceed to develop them in your school system.
- *Corporal punishment.* "Viewed with a dispassionate eye, evidence suggests that corporal punishment should not be a last resort for punishing errant students. Rather, it should be eliminated universally as it already has been in many places." Then follows a list of useful alternatives to either corporal punishment or suspension.
- *Teacher health.* A survey of teachers revealed that 84 percent believe there are health hazards in teaching. The teachers make some interesting comments about stress; weight, diet, and exercise; and physical environment. What can you do about your health? You'll be interested in the suggestions.
- *Compulsory schooling.* With a light touch but with a serious purpose, the author says, "I have a fear that by lowering the compulsory school age—or eliminating it entirely—we are going to greet our doom like Rome sinking in a sea of barbarians of its own making."
- *Coed physical education.* An editor of a newspaper for teachers and others in the fields of health, physical education, and recreation reports on her visits to schools across the country to see how physical education teachers have enlarged their coed curriculum offerings. She then discusses some problems in complying with Title IX.
- *College tuition.* Projections indicate that by the time a child who is now one year old is college age, the total cost—including tuition, room and board, travel, and incidentals—of earning a bachelor's degree will be in current dollars $47,330 at a state university and $82,830 at a private college. To counteract this trend, a group of more than 40 national and regional organizations has begun to act in the states to seek the appropriations necessary to ensure continued low-cost access to quality higher education.
- *Continuing features.* These include annotated listings and reviews of major education books, audiovisual materials, and free or inexpensive materials for use in the classroom. They include discussions of classroom teaching tips, teaching materials and equipment, findings from the latest educational research, and the latest developments in the world of education.

This—and more—is what's in this issue. This is *TODAY'S Education.* May it turn you on too!

**—WAG.**

# TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

April-May 1978, Volume 67, Number 2

## SPECIAL FEATURES

33 **SPECIAL FEATURE ON THE ARTS**
David Rockefeller, Jr. and Donald C. Wesley

57 **SPECIAL FEATURE ON CAREER EDUCATION**
Sidney P. Marland, Jr. and Barbara Hodgson

## ARTICLES

5 **Cabinet Status for Education**
John Ryor

24 **Conflicts in School Programs**
Harry S. Broudy with reactions by Henrietta Holcomb and John L. Evans

30 **Is the Hickory Stick Out of Tune?**
Irwin A. Hyman

41 **The Ghost Behind the Classroom Door**
Scriptor Pseudonymous

46 **An Argument for Compulsory Schooling**
Richard Ihle

48 **Is Teaching Hazardous to Your Health?**
Leanna Landsmann

52 **Teaching Children To Listen**
Charlotte J. Patterson

54 **As I See Coed Physical Education**
Marjorie Blaufarb

66 **College Tuition: Up, Up, and Away!**
Ronald H. Field

69 **So You're Interested in Teacher Centers . . .**
Don McComb and Alan Willsey

70 **A Promising Approach to Staff Development**
Allen A. Schmieder and Sam J. Yarger

72 **Basic Skills of TV Viewing**
Jon Shorr

76 **Mike Was Our First Deaf Student**
Vicki Woodburn and Marge Schuster

## CONTINUING FEATURES

89 Audiovisual Materials by *William Cuttill* and *Beverly Teach*

86 Books

81 Classroom Tips by *Jane Tylor Field*

5 Editorial by *John Ryor*

91 For Your Information

90 Free or Inexpensive

2 In This Issue

10 Letters

94 Materials and Equipment by *P. Kenneth Komoski*

18 Member Opinion Poll

80 New NEA Publications

95 Reader Service

14 Research Clues by *John H. Hollifield*

20 The Teacher and the Law by *Betty E. Sinowitz*

7 Trends

*PHOTO CREDITS:* Cover, 35, 48, 59, 72-73: Joe DiDio; 54-55: Los Angeles City Schools.

Editor: Walter A. Graves

Assistant Editor: Elizabeth E. Yeary

Staff Writer: Jane Power

Editorial Associates: Marian S. Clayton
Nancy R. Needham

Editorial Consultant: Lois Schaeffer Karasik

Publisher: John D. Sullivan

Production and Business Consultant: Paul E. Bergman

Circulation Manager: R. K. Butler, Jr.

Advertising Manager: Robert F. O'Connor

Design: James J. Fisher

## ADVERTISING OFFICES:

**Boston (Weston) MA 02193**—Arpin Associates, P. O. Box 227; (617) 899-5613.

**New York, NY 10010**—Harry G. McComas Associates, 44 E. 23rd St.; (212) 533-8296

**Washington, DC (Silver Spring, MD) 20910**—T.P. Jones & Associates, 8226 Fenton St., Suite 310; (301) 588-8812.

**Atlanta, GA 30342**—Miller & Tillman, Inc., 130 West Wieuca Rd., N.E.; (404) 252-9588.

**Chicago (Northfield), IL 60093**—Didier & Broderick, Inc., 550 Frontage Rd., P. O. Box 337; (312) 446-9571.

**Dallas, TX 75201**—Kelly & Co., Suite E, 2523 McKinney Ave., (214) 651-8112.

**Dayton, OH 45439**—Peter Li, 2451 E. River Road; (513) 294-5785.

**San Francisco, CA 94104**—Blanchard-Nichols & Smith, 582 Market St., (415) 986-6341.

**Los Angeles, CA 90010**—Blanchard-Nichols & Smith, Suite 1516, 3600 Wilshire Blvd.; (213) 380-4336.

*Today's Education* is part of NEA's program of professional excellence.

Articles in *Today's Education* are the expressions of the writers and not statements of NEA policy unless set by resolution. Although advertising is screened, acceptance of the advertisement does not imply NEA endorsement of the product or of the views expressed.

Appropriate unsolicited manuscripts are invited, but no advance commitment to publish a manuscript can be made. Because of the large volume of manuscripts received, those not accompanied by self-addressed envelopes bearing sufficient postage cannot be returned if rejected.

Published four times a year in September-October, November-December, February-March, and April-May by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000. TODAY'S EDUCATION® goes to all members of the Association. Annual subscription price $1.05 (included in membership). Single copies $2 each. Second-class postage paid at Washington, DC, and at additional mailing offices.

Copyright © 1978 by the National Education Association of the United States. All rights reserved. POSTMASTER: PLEASE SEND POD FORM 3579 (CHANGE OF ADDRESS) TO NATIONAL EDUCATION ASSOCIATION, 1201 16th ST., N.W., WASHINGTON, DC 20036.

# The Unified Member Lifestyle...

# It has its benefits.

Unified Special Services has one goal: to provide benefit programs for the Unified Membership that offer you a unique and satisfying life style. Now there are even better ways to learn, travel, save and protect you and your family — and they're offered especially to you.

Unified Special Services will be happy to supply more information on any of these member benefit programs. So check the following listings carefully — and join the increasing number of members participating in our programs. And remember . . . We're listening.

## We offer you protection.

**LIFE INSURANCE:** This necessary protection is available to the maximum of $50,000 with optional spouse and eligible dependent coverage; accidental death, and disability; and survivor benefits available with some plans. Choose from several plans which are underwritten by the Prudential Insurance Company of America.

**ACCIDENTAL DEATH AND DISMEMBERMENT:** Accident and travel coverage is available for you and your eligible dependents anywhere in the world. 24 hours a day for only $19 a year ($23 with optional disability feature). This AD&D insurance is underwritten by the Prudential Insurance Company of America.

**HOMEOWNERS' INSURANCE:** Home and personal property protection that offers fire and broader coverage at money-saving rates to renters or homeowners. Plans are tailored to your requirements, underwritten by the Horace Mann Insurance Company.

**IN-HOSPITAL BENEFIT PLAN:** Provides payments of $40, $60, or $80 for each day of hospitalization regardless of other sources of insurance or compensation. Double payments for hospitalization due to cancer or intensive care. Guaranteed enrollment for all Unified members under age 65. This coverage is underwritten by The Life Insurance Company of North America and Horace Mann Life Insurance Company.

## We offer you travel.

**EDUCATIONAL TRAVEL:** Whatever your travel dreams, you will find an Educational Travel Tour perfectly tailored to fit your plans. These world-wide programs offer the highest quality group travel at low cost with close-to-home departures. Choose a learning experience in many locations on economical, non-regimented tours. For a complete listing of all upcoming NEA Educational Travel Tours, look in upcoming issues of the NEA REPORTER and ECO.

**INTERNATIONAL INSTITUTE:** Each program offers graduate or in-service credit for participation in Christmas Institutes, Summer Institutes, Sea Institutes, or Sabbatical Institutes in 1977-78. Programs are available in Lake Tahoe, Nevada; England; Israel; Greece; West Africa; Colombia, South America; Southeast Asia; U.S.S.R.; Mexico; Canada/Alaska; Caribbean/South America/Mexico; and Around-the-World. An exciting Sabbatical Institute to Japan/East Asia includes the People's Republic of China.

## We offer you discounts.

**LITERARY GUILD:** A special membership in the Literary Guild Book Club provides Unified members with an introductory offer of five books and a free gift, all for $1.00, and special savings on any books offered in the Literary Guild magazine.

**PRESCRIPTION SERVICE PROGRAM:** Order top quality medicines and health care items at significant savings from one of the most technically advanced pharmacies in the country. A full line of generic medicines is also available. Full disclosure of prescription prices plus complete satisfaction or full refund. The program is administered by Pharmaceutical Services of Kansas City Inc.

**HERTZ AUTO RENTAL:** Hertz offers Unified members a discount program on daily auto rental rates. You are given up to a 35% discount on all domestic Hertz regular time and mileage rates.

## We offer you security plans for the future.

**INDIVIDUAL AND GROUP CONTRACT ANNUITIES:** New plans for deferred income methods of saving which can shelter a portion of members' annual salary from federal income tax until retirement. The plans feature lower sales charge, higher interest guarantees, and more liberal transfer provisions. These programs are underwritten by the Horace Mann Life Insurance Company.

**NEA MUTUAL FUND, INC.:** The NEA Mutual Fund and the Income Fund offer Unified Members the possibility of long-term growth of capital or income from investments, with an exchange privilege between the two funds. There is no sales charge. Minimum investment is $100.

## The Unified Member Lifestyle... Support Something Special.

The membership benefit programs listed on this page are the only programs officially sponsored and endorsed by NEA Special Services. Your support has enabled us to provide Unified Members with the best programs available. There is no question that your continued support will help us provide more benefits and savings now . . . and in the future.

UNIFIED SPECIAL SERVICES

NEA ...We're listening.

When you see the Unified Special Services symbol, you know that each program it appears with is sponsored and endorsed by the Unified Association. This symbol tells you that the programs are operated prudently with attention given to the sponsored carrier's stability, reliability and ethics.

TE-4-78

UNIFIED SPECIAL SERVICES

NEA ...We're listening.

1201 — 16th Street, N.W., Room 404E, Washington, D.C. 20036

Please send me information about the Association membership benefit program checked off below:

- ☐ **Term Life Insurance**
- ☐ **Accidental Death and Dismemberment**
- ☐ **Homeowners' Insurance**
- ☐ **In-Hospital Plan**
- ☐ **Educational Travel**
- ☐ **International Institute**
- ☐ **Hertz Auto Rental**
- ☐ **Literary Guild**
- ☐ **Prescription Service** (Enclose 25¢ in coin for catalog)
- ☐ **Individual and Group Contract Annuities**
- ☐ **NEA Mutual Fund**

NAME _____ PHONE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

SCHOOL _____ PHONE _____

SCHOOL DISTRICT _____

# Editorial

# Cabinet Status for Education

A Cabinet-level Department of Education, a major NEA priority, is an idea whose time has come. President Carter has become the first President in history to ask Congress for a separate Department of Education. In his State of the Union address earlier this year, the President declared: "We have brought together parts of the 11 government agencies to create the new Department of Energy—and now it is time to take another major step by creating a Department of Education." The Congress applauded.

President Carter was right when he advocated Cabinet status for education during his campaign, and he's right for proposing it to the Congress now. The NEA is pledged to give the President and Congress all the necessary support of its 1.8 million members to facilitate prompt Congressional action on establishing the Department.

But this is no time to rest on our laurels. Prudence dictates caution. Despite the President's support, we still have an uphill battle ahead to ensure passage in both Houses of Congress. There are voices of dissent. This is to be expected. There are those self-interest groups who are concerned with protecting their political turf and balk at any move to consolidate the education programs of the federal government under a single department. Remember that there are some 150 education programs scattered among 40 federal departments, agencies, and bureaus.

Two major arguments have been raised in opposition to Cabinet-level status for education. First, some argue that the federal government should be organized into a small number of departments. The objective is to reduce the number of department heads with whom a President must deal. Second, critics claim that by taking the E out of the Department of Health, Education, and Welfare (HEW), the federal government would be isolating education from health and welfare and would destroy the structure HEW has set up to serve the total individual.

In countering these two arguments, we wish to make it clear that our focus is on the individual student and how this nation can best provide equal educational opportunities for all its citizens. We are not interested in turf protection or convenience for Washington organizations or Washington bureaucrats.

In regard to the first argument, some contend that for a busy President to be more responsible and accountable, he should deal with only a limited number of Cabinet Secretaries who have broad responsibilities. While we acknowledge that time demands are a crucial factor, the NEA does not believe that the President, the Congress, or the American people are of the opinion that education—as one of the nation's largest enterprises, directly involving nearly one-third of our population—warrants only nominal attention and third-level status. Surely the education of our citizenry, with its dramatic and profound impact on the productive capacity and future economic and social well-being of this nation, demands as much Presidential time and attention as the development of programs designed to transport our citizens and our goods.

With a Secretary of Education, the President and Congress would be able to hold one individual accountable for the more than $10 billion which the federal government spends on education—rather than having to consult with six Cabinet officers and an untold number of agency heads as they do now.

The second argument—namely, that education as an isolated function would destroy the machinery currently found in the HEW structure to serve the total individual—has no merit whatsoever.

First of all, such an argument is based on the mythical premise that HEW in its present octopus-like form meets the total individual's needs. Our experience as teachers and as members of the community leads us to the opposite conclusion. Perhaps because the HEW functions are grossly dissimilar, there is little power within the varying offices to coordinate and certainly little desire on the part of administrators to coordinate.

No other modern industrial country has grouped "education" with health and welfare. Nor has any of our 50 states. Rather than try to justify such a grouping with the phrase "total individual," we should acknowledge that the grouping was an accident of history which is not working.

Finally, in a time of great social change, somebody has to remind the people that our educational system positively affected our great growth in the past. And somebody has to awaken the people to the truth that only education can provide the solid, constructive, creative kinds of change that will bring our nation and the world through this troubled period and into a better society. A Department of Education, headed by a Cabinet Secretary, is the catalyst that can create this awakening. Teachers can help by continuing to urge their members in the House and Senate—by letter, mailgram, or personal contact—to support a separate Department of Education. □

**By JOHN RYOR**
*President, NEA.*

# The worlds of Wisconsin. Discover them.

It could take you a lifetime of vacations to experience all of Wisconsin's worlds. They are so many and so varied—there's so much to see and do and enjoy—that our visitors do just that, return again and again, year after year, discovering and re-discovering the Wisconsins: the woods and waters of Summer Wisconsin, photogenic Fall Wisconsin, exhilarating Winter Wisconsin, flowerful Spring Wisconsin. We'll be happy to help you plan your own exploration. Write to Wisconsin, Division of Tourism, Box 7606 TE, Madison, WI 53707.

# WISCONSIN

## Get to know us better.

# Trends

**President's Education Stand Praised by Ryor**

In a special education message to Congress, President Carter has proposed a broad scope for the prospective Cabinet Department of Education, increases in the federal education budget, and extensions of the Elementary and Secondary Education Act. NEA President John Ryor called the proposals "the most comprehensive program for bringing education to the forefront of our nation's priorities that we have seen since the days of Lyndon Johnson."

**HEW Cites School Violence**

Each month 11 percent of secondary students and 12 percent of secondary teachers have something stolen from them at school, according to *Violent Schools—Safe Schools,* a report produced by the National Institute of Education for the Congress. Each month 282,000 students and 5,200 teachers are physically attacked and more than 25 percent of the schools are vandalized.

The report notes that violence appears to have leveled off, however, although still at a serious rate, and incidents of school vandalism may have begun to decrease. "Strong and effective school governance, particularly by the principal, can help greatly in reducing school crime and misbehavior," the study states. Small classes, courses the students feel are relevant, and stable families all help to keep the rate of school violence and vandalism down also.

**Court Upholds Teacher Exam**

The U.S. Supreme Court has upheld South Carolina's use of the National Teacher Examination (NTE) to make decisions about certifying and paying its teachers. By a five-to-two majority, the court summarily affirmed the decision of a lower federal court which had concluded that South Carolina did not adopt the test requirement with a discriminatory purpose and that the test had been validated in a manner consistent with Title VII of the Civil Rights Act of 1964. The Department of Justice brought the suit, alleging that use of the exam discriminated against black applicants. NEA and the South Carolina Education Association also participated as intervening plaintiffs.

In a state where more than 95 percent of teachers are white, the test disqualifies 83 percent of black applicants and 17.5 percent of white applicants. South Carolina is the only state that uses the NTE to set salary levels in spite of criticism from the Educational Testing Service, which developed the controversial examination.

**Commission Attacks Age Discrimination**

Age should be banned as a criterion of eligibility for federally supported services and benefits unless Congress specifies it, recommends the U.S. Commission on Civil Rights.

In a study ordered by Congress in connection with the Age Discrimination Act of 1975 (which becomes effective next January), the Commission charged that children and older persons are being denied access to services and benefits because of their age and that this is having a serious adverse effect on their lives. Age should be a valid consideration only when Congress wants to extend specific benefits to members of specific age groups, says the Commission.

**Consumer Issues Concern Freshmen**

Energy consumption, environmental pollution, and consumer protection, in order of importance, continue to be the major national issues for most college freshmen, according to the twelfth annual survey of entering freshmen conducted by UCLA and the American Council on Education. From 71 percent to 82 percent of students feel that federal government activity in these areas of special citizen concern should be stronger.

The results are based on questionnaire responses from 198,611 freshmen in 374 two- and four-year colleges and universities. Notable shifts in opinion in the 12 years since the survey began were that for the first time most freshmen (52.9 percent) favor legalization of marijuana, while nearly two-thirds (64.3 percent, up from 48.1 percent in 1971) think the courts are too concerned for the rights of criminals.

**Exchange Program Seeks Teachers**

Qualified U.S. teachers will again have opportunities to teach abroad during the 1979-80 academic year, primarily in the elementary and secondary schools of other countries, according to the Office of Education. With the cooperation of U.S. schools, teachers from other countries may teach for an academic year in the United States under the same program, carried out by the Office of Education in cooperation with the State Department.

For a brochure, *Opportunities Abroad for Teachers,* write the Teacher Exchange Section, IEB, Division of International Education, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, DC 20202.

**HEW Mounts Antismoking Campaign**

HEW is initiating a federal program to get smokers to "kick the habit," and teachers have a part in it. "It is imperative," says HEW Secretary Joseph Califano, "that teachers learn about the dangers of smoking so that they can teach their students about the health risks."

The proposed program includes tax incentives, regulations in government buildings and on airplanes, an education campaign, and further health research, as well as establishment of an Office on Smoking and Health. It does not, however, mention the perhaps $76 million in annual federal aid to tobacco growers.

**Congress Authorizes Funding for Nutrition Education**

Funds for nutrition education and training are authorized by the National School Lunch Act and Child Nutrition Amendments of 1977. The program will be carried out through Department of Agriculture grants to state education agencies. It is to include teaching students in schools and child care institutions the nutritional value of foods and the relationships among food, nutrition, and health; training school food service workers; instructing teachers in nutrition education; and developing and using classroom materials and curriculums.

**U.S. Life Expectancy Increases**

Life expectancy in the United States reached a new high of 72.5 years for children born in 1975, according to

# Trends

(continued)

HEW—a gain of 1.6 years since 1970. The average 65-year-old can now expect to reach 81.

HEW also issued other facts about health—

- Cost of health care rose from 6.2 percent to 8.6 percent of the gross national product between 1967 and 1976.
- About 89 percent of the civilian, noninstitutionalized population is in good or excellent health.
- In 1974, New York had three times as many active nonfederal doctors per 10,000 people as South Dakota had.

**Students' Political Knowledge Shifts, Art Capacities Vary, NAEP Studies Show**

During the first half of the 1970's, U.S. teenagers declined in knowledge about the structure and function of government and in understanding of, and willingness to participate in, the political process, while they mixed gains and losses in recognizing and valuing constitutional rights. These findings are reported in *Changes in Political Knowledge and Attitudes, 1969-76*, a report of the National Assessment of Educational Progress (NAEP).

However, says NAEP, some students also came to show more respect for the poor and for people of other races, more understanding of the need for law in a democratic society, and more ability to describe ways to avoid future wars.

In its survey of art capacities, NAEP found that youths generally are quite active in such artistic pursuits as drawing, crafts, and design, but they lack knowledge about art and art history. On the average, less than half of each age level assessed could correctly answer the NAEP questions involving recognition of the elements of art, knowledge of criteria for making esthetic judgments, and knowledge of traditional Western art history.

Other parts of the survey assessed attitudes toward art and ability to produce art. The more a student is involved in creating art, the more that student is likely to know about art, the survey found.

To inquire about survey reports or about a poster on the art survey, write NAEP at Suite 700, 1860 Lincoln Street, Denver, CO 80295.

**International Teachers Groups Meet**

A conference reviewing the present situation and future prospects for teacher education has been the first conference to be organized jointly by four international teachers organizations—the World Confederation of Organizations of the Teaching Profession (WCOTP), of which NEA is a member; the International Federation of Free Teachers Unions; the World Confederation of Teachers; and the World Federation of Teachers Unions. Representatives of 47 national organizations from 25 European countries attended the meeting, by far the most representative ever held. The conferees in Copenhagen, Denmark, last November.

WCOTP says that in sponsoring the meeting, it sought "a basic freedom of expression, without the aim of finding agreement on policies or programs."

**Institutions Win Public Trust**

Public confidence in the major U.S. social institutions, including higher education, increased sharply in 1977, according to a Harris poll. The most people put confidence in medicine (55 percent), higher education (41 percent), and organized religion (34 percent). These institutions still had not, however, regained the degree of confidence they enjoyed in 1966—73 percent, 61 percent, and 41 percent respectively.

The Supreme Court, the military, TV news, and the White House also had the confidence of more than a fourth of those surveyed.

Another recent Harris poll has found that citizens value education highly. Seventy-two percent of respondents said that they considered a "free, unlimited education to all qualified" a major factor in the country's past greatness, while 75 percent thought it would be a major element in U.S. greatness in the next 25 years.

According to pollster Pat Caddell, the NEA and the United Farm Workers are the most respected and popular major unions with the general public. The public responds favorably almost 2 to 1 to these two organizations.

**Clearinghouse for Bilingual Education Will Open**

A new National Information Clearinghouse for Bilingual Education will put the emphasis in its first year on strengthening the network of 33 regional Centers funded under the Bilingual Education Act. The Centers were designed to develop and disseminate materials and help local bilingual school projects. The Clearinghouse will operate under contract from the National Institute of Education and the U.S. Office of Education.

The Clearinghouse is also expected to provide information to educators, researchers, and the general public and to work closely with state and international bilingual education programs.

**More Sex Discrimination Policies Come from HEW**

Baseball is not a contact sport, girls' and boys' teams in a sport generally must have equally long seasons, and back pay for coaches able to show past salary discrimination because of sex may be required at least from 1975 and maybe from 1972—these are some of the decisions on sex discrimination that HEW has issued as interpretations of Title IX in the last year. Some other rulings are that scholarships for women only are rarely justifiable and that charges of discrimination in employment can be effectively supported by "a preponderance of the evidence," which doesn't have to be "conclusive."

For a description of sex-integrated physical education programs, see Marjorie Blaufarb's article, "As I See Coed Physical Education" in this issue of *Today's Education.*

**Private Colleges Need Public Support**

Many of America's private colleges and universities will continue to be in a weak financial position through the 1980's, and increased support from state legislatures as well as the federal government will be essential. These findings are reported in *The States and Private Higher Education: Problems and Policies in a New Era*, a report from the Carnegie Council on Policy Studies in Higher Education.

The report warns that although the current financial situation seems to be roughly stabilized after the difficulties caused by recession, inflation, and the expansion of low-cost public institutions, problems are likely to worsen in the next decade as the college-age population drops.

**Women in Graduate and Professional Studies Increase**

In 1975-76, women showed larger percentage increases in earned degrees conferred at all levels of higher education than did men, including an increase of 40.1 percent in first-professional degrees, according to the National Center for Education Statistics. By fall 1976, women also accounted for 22.1 percent of the students in medicine, 11.3 percent of those in dentistry, 28.1 percent of those in veterinary medicine, and 26.1 percent of those in law. □

# How to save about 50% on family products you use every day.

**Products like these...PLUS...Cents off Coupons... Buying Guide...AND MORE!**

Start now with a **$7.00 "Welcome Gift Package" FREE** with $1 introductory membership

## Enjoy all these exclusive benefits when you join S.A.V.E.®

CANCEL ANY TIME. NO OBLIGATION TO BUY A THING EVER.

START SAVING NOW. MAIL CERTIFICATE TODAY!

**Save about 50% on products you need and use every day.** There's no "catch." America's leading manufacturers *want you* to try their fine brands so they make them available to **S.A.V.E.** members *—at far less than their value* because they know that once you try them, you'll buy them again at your favorite retail store!

**Start saving now with $7.00 worth of family products . . . FREE!** Just mail the certificate with $1 for your membership, and we'll rush you—postpaid—your FREE "Welcome Gift Package" filled with products you and your family will use every day.

**Keep on saving as long as you want.** As a **S.A.V.E.** member, you'll receive even *bigger* and *better* packages . . . a new and different **S.A.V.E.** "Shopping Bag" about every other month—worth $14.00 or more—yet you pay just $5.98 plus shipping and handling for each one you decide to keep. Examine each **S.A.V.E.** "Shopping Bag,"® *completely on approval!*

**But that's not all, you'll also get . . .**

**S.A.V.E. Cents-Off Coupons** (including Super Coupons worth far more than you usually see) that provide important savings on family and household products at your favorite store.

**S.A.V.E. Buying Guide!** Prepared especially for members—filled with expert advice and money-saving recipes to help you get more for every shopping dollar you spend.

### Try S.A.V.E. on this Money Back Offer

If your FREE "Welcome Gift Package" doesn't convince you that **S.A.V.E.** membership is one of the best buys you've ever seen . . . just send it back, tell us to cancel your membership, and we'll refund your dollar immediately.

CIRCLE QUICK-ACTION CARD NO. 31

GET YOURSELF A PENCIL

### $7.00 FREE Gift Certificate

**S.A.V.E.** 623 S. Wabash Ave., Chicago, Ill. 60605

Here's my $1.00 for **S.A.V.E.** Membership. Please accept my enrollment and send my FREE $7.00 "Welcome Gift Package" of family products plus my **S.A.V.E.** Buying Guide and Cents-Off Coupons. I understand that I will receive future "Shopping Bags" worth at least $14.00, on approval about every other month, for only $5.98 plus shipping and handling. I am under no obligation to buy future "Shopping Bags" and I may cancel my membership at any time after examining my FREE $7.00 "Welcome Gift Package."

Please fill out questions below to help us assemble future "Shopping Bags" with products you need, want and can use.

**Age Group**
☐ 18-24 ☐ 50-64
☐ 25-34 ☐ 65+
☐ 35-49

**Married?**
☐ Yes ☐ No

**Number of children**
☐ none ☐ 2
☐ 1 ☐ 3 or more

**Check ages of your children**
☐ Under 2 ☐ 6-11
☐ 2-5 ☐ 12-17

**Do you have:**
Dishwasher ☐ Yes ☐ No
Clothes Dryer ☐ Yes ☐ No

**Hair Group:**
☐ Blonde ☐ Silver
☐ Brunette ☐ Black
☐ Redhead

**Skin Type**
☐ Dry
☐ Normal
☐ Oily

**Hair Type**
☐ Dry
☐ Normal
☐ Oily

**Do you own a pet?**
☐ Dog ☐ Dog & Cat ☐ None
☐ Cat ☐ Other_____

H570

Name_____
PLEASE PRINT FIRST NAME LAST NAME

Address_____ Apt._____

City_____ State_____ Zip_____

Do you have a telephone? ☐ Yes ☐ No

**LIMIT: ONE MEMBERSHIP PER HOUSEHOLD.**
All enrollments subject to acceptance by S.A.V.E.
Offer good in U.S.A. only.

© GRI CORP.

# Letters

*Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of* Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

**Pregnancy—Teenage and Younger**

Over the past seven years, I have observed that younger and younger kids are interested and involved in sexual activity. At our school we have a program in human development for all eighth graders; this year we've had to begin intensive work with the sixth graders in values clarification, relationship skills, and William Glasser's reality therapy so that they can learn to make wise decisions about human relationships.

It has become necessary to begin in the middle grades to stress to kids their responsibility to others: they will destroy or limit their ability to contribute to the community if they have a part in a teenage pregnancy.

—Roslyn McClendon, *principal, Region 5 Middle School, Detroit, Michigan.*

Marion Howard's splendid article on teenage pregnancy ("How Can Classroom Teachers Help?" February-March) points out that of the 240,000 school-age girls who give birth each year, 85 percent choose to keep their babies. This fact should challenge the callous and unchristian attitude of pro-abortionists.

Albert Schweitzer once wrote, "If a man loses his reverence for any part of life, he loses his reverence for all of life." We can learn, it seems, a lot about reverence for life from our children.

—David L. Smith, *art teacher, Fairmont West High School, Kettering, Ohio.*

I agree with Eunice Kennedy Shriver ("There is a Moral Dimension," February-March). She gets at the real problem rather than simply the symptoms.

There is definitely a need to discuss morality openly and to form a partnership between the home and the school to provide the foundation for understanding why moral standards are necessary and to establish a system for maintaining those standards.

Moral standards may be more important than some of the others that are now fashionable, such as minimal competency.

—Gerald O. Skaar, *principal, Lincoln High School, Wisconsin Rapids, Wisconsin.*

**"Sounding 'Educated' "**

I'd like to add one point to "Sounding 'Educated' " (February-March): The College Entrance Examination Boards encourage the use of long words. Some teachers assign students long lists of words to memorize as preparation for the Boards—words the students will never see again after they've taken the Boards.

—Alanna J. Mozzer, *history and social studies teacher, Glastonbury, Connecticut.*

H. Eric Branscomb made good sense in his article titled "Sounding 'Educated.' " Not only some students, but too many teachers try to "sound educated" and fail to communicate, as this cartoon points out.

—Annie Ballantine, *seventh grader, Western Junior High School, Bethesda, Maryland.*

"You're the only teacher I understand. All the others sound educated."

**Writing Assignments: Quantity or Quality?**

Peter Madden ("Whatever Happened to the Middle R?" February-March) says that in writing as in tennis, students can practice daily on their own between lessons with the teacher.

Writing isn't tennis, however. Fifteen years of teaching junior high school students tells me that to teach writing, I must have a purpose, such as to elicit an expository paragraph developed by facts. Then I can teach, and the students can expect the courtesy of having their work read and evaluated.

Quantitative goals for writing can generate only words on paper, not necessarily writing. Such assignments do a disservice to the importance of writing and to the student as a person.

—Robert G. Vermillion, *reading teacher, Oconomowoc Junior High School, Oconomowoc, Wisconsin.*

**Confusion About Learning Disabilities**

One misconception may arise from your special feature on learning disabilities (November-December). If children who read *saw* for *was* really perceived *was* as *saw*, they would probably make the same kinds of mistakes in other activities. Recently, researchers have suggested that the difficulty is in establishing visual-verbal relationships. Children who call *was* "saw" may do so not because they literally misperceive it but because they cannot remember what that word is.

—Jean R. Harber, *assistant professor, Department of Special Education, University of Maryland, College Park.*

I have one problem with the special feature on the learning disabled. If teachers use "Ways To Recognize an LD Child," they may label many children incorrectly. For example, what's listed as characteristic of the LD child with reading difficulty is also characteristic of any child reading a book that's too difficult for his or her reading level.

—Jane Lofthouse, *graduate student in special education, University of Northern Colorado, Greeley.*

**More About TV and Students**

Young people have no idea that one must put something into an activity before one can get anything out of it. Some teachers have learned to be entertainers; this puts an additional strain on the rest of us who are not and may not even want to try being entertainers. Yet the students seem to be waiting to be entertained before they will show any enthusiasm.

—Sylvia Fitzpatrick, *homemaking teacher and former English teacher, Rio*

(continued on page 12)

**Correction:**

In "Here's to Children Everywhere" by Bel Kaufman (February-March page 25), Ms. Kaufman says she met with "more than 10 teenage youngsters from four different school districts" in the Soviet Union. She actually met with more than *100* students. The editors regret the typographical error.

KIDS LEARN BETTER...
ENCOURAGED WITH INSTANT REWARDS!
LEARNING AIDS
MAKE LEARNING MORE MEANINGFUL WITH INEXPENSIVE TEACHER AIDS—STUDENTS LEARN AS THEY PLAY
NUMBER GAMES 2x2 SIZE
M-20 36/$2.95
HI-LO GAME
Addition Practice
B-20 48/$2.40 144/$6.85
GEOMETRIC ERASERS
Assorted shapes—each identified
P-74 36/$3.75
SCHOOL NECKLACES
Assorted school related items—hand painted—plastic—each in bag.
P-73 48/$3.95
MAGIC SLATES
Words disappear when cover is lifted
A-97 144/$2.40
COLOR & ACTIVITY ASST'D BOOKS
A-80
144 Mini Size $2.45
M-42
40 Large Size/$2.95
CRAYONS
6 COLORS PER BOX
M-57
36 Boxes/$3.95
CONTINUED INCENTIVES
Perfect rewards for learning-students will work to collect complete ass't.
Zoo Animals M-60
Farm Animals M-31
Crystal Pets M-17
Prehistorics M-9
Ass't. animals in each. Hand-painted plastic
48/$2.60
PENCIL TOPS
Asst'd erasers & action tops
K-63 100/$3.75
ECONOMY TOY ASSORTMENT
A large variety of inexpensive toys
K-41 144 $2.90
500 $5.90
BENDABLE FIGURES
Bend into any shape, moving eyes, string attached for many uses.
K-66 36/$4.95
COMIC BOOKS
• 40 different
• No duplicates
• Newsstand copies
K-60 40/$5.95
ANIMAL ERASERS
Erasers shaped as animals. Finest Quality Available.
M-25 72/$1.85
FREE BONUS
12 BIC PENS FREE!
WITH EVERY ORDER OVER $7.00
TOYS & NOVELTIES
BEHAVIOR REWARD PACKAGE
This package consists of play money which is to be handed out as a reward, or a reinforcement of positive behavior. The play money can be redeemed by the children for prizes.
Complete package contains • 1700 pieces of play money • 144 prize package toys • 50 individually packaged toys • 25 super toys • 2000 Blank tickets can be substituted for play money.
SUGGESTED REWARD SCHEDULE
5-10 Tickets Prize Package Toy
11-25 Tickets Individually Packaged Toy
25-50 tickets Super Tov Retail Value 39¢-79¢
B-66 ALL FOR ONLY $15.95
ULTIMATE PACK
50 different toys, games, tricks, etc.
(each in poly-bag)
For children of all ages
M-8
NO DUPLICATES! 50/$4.50
INDIVIDUALLY PACKED
M-1 DELUXE TOYS 50/$3.90
Pre-Kindergarten—3rd Grade
B-59 ACTION TOYS 50/$3.90
3rd—5th Grade
M-10 TRICKS 50/$3.90
5th—8th Grade
B-35 SUPER TOYS 25/$6.90
Retail Value 49¢-99¢ ea.
Perfect Grab Bag Prizes
TEACHER SPECIALS
BIC PENS
Specify red, blue or black. fine or med. pt.
M-46 12/$1.40
PENCIL SHARPENERS
Colorful assortment of pencil sharpeners Each in poly bag
B-45 24/$2.25
GOOD STUDENT AWARD PENCILS
GOOD STUDENT AWARD
Imprinted pencils
First quality pencils
B-53 48/$2.50
GOOD CONDUCT MEDALS (T-24) & SMILE MEDALS (T-26)
2 color metal tabs
100/$1.45
GOOD CONDUCT
K-44 SMILE PUT-ONS
K-46 FROWN FACE
Perfect for marking papers
P-2
Mix & Match
500 of ea.
1,000 $2.90
GOOD STUDENT AWARD BALLOONS
GOOD STUDENT AWARD
Air-ship shape, assorted colors
K-78 100/$2.50
MOD NECKLACES
Mini food & fruit & animals—all with plastic strings
M-95 144 $2.75
CARTOON LOLLIPOPS
Assorted flavor comic pops
M-12 250/$3.00
GRADING STICKER ASSORTMENT
Excellent
Well done
Great
Good Work
Satisfactory
Very Good
Keep Trying
Work FAster
Much Better
You Did Not Listen
You Can Do Better
Please Follow Instructions
Do Over
Incomplete
Poor Work
Needs More Effort
Messy
Careless
One message per stick on with complete 18 messages on flat sheet for easy application
K-98 .... 1008/$2.90
PLASTIC RULERS
4" Plastic ruler with cut outs of different shapes.
A-3 . . . . 144/$2.95
SPACE RAIDER ERASERS
New science fiction space ship and robot erasers
K-82 . . . 50/$6.25
RING RIOT
R-47 DISNEY RINGS 100/$3.95
R-11 FLICKER RINGS 100/$2.90
R-39 SANTA RINGS 100/$2.40
R-42 SMILE RINGS 100/$1.40
A-16 NOVELTY RINGS 144/$1.50
A-9 METAL GIRLS RINGS 144/$2.45
R-8 BOYS RINGS 72/$2.50
R-19 GIRLS RINGS 72/$2.50
R-18 METAL RINGS Boys & Girls 72/$2.50
R-8, R-19, R-18
PACKED IN DISPLAY BOX
ASSORTED TOYS
INDIVIDUALLY PACKED
M-66 BALL & CUP 48/$1.95
M-39 PEG GAMES 48/$1.95
M-91 BALL & JACKS 72/$2.85
R-64 PLAY MONEY 48/$3.75
M-13 HAND PUPPETS 36/$3.40
M-65 PADDLE BALL 12/$3.95
M-2 PATIENCE GAMES 72/$2.65
K-51 CHECKER SETS 36/$2.80
B-82 MAGNIFYING GLASS 72/$2.90
M-26 VINYL STICK ONS 72/$3.95
K-25 BOOK BANK 36/$2.70
M-89 MAGNETS 36/$2.90
BULK PACKED
M-19 BANGLE BRACELETS
A-46 JIG-SAW PUZZLES
A-41 MAGNIFYING GLASS
M-73 CAR WITH WHEELS
A-63 MINI PLAY MONEY
A-43 BOTTLE PUZZLE
A-10 FAN PENCIL TOP
A-32 BALLOONS
A-8 WATCHES
A-84 ANIMALS
A-17 PREHISTORIC ANIMALS
144 per item/$2.45
ANY 3 OR MORE/$2.25 ea
ORDER FORM
MAPAC TOY CO.
2465 MERRICK ROAD
BELLMORE, N.Y. 11710
DEPT. N478
QUANT
ITEM NO. AND DESCRIPTION
AMOUNT
SALES TAX
TOTAL
AM'T ENCLOSED
Name
Address
City
State Zip
We pay postage if remittance is enclosed. On orders less than $10.00 add $1.00 handling and postage chgs.
ALL ORDERS PROCESSED THE DAY THEY ARE RECEIVED.
FOREIGN ORDERS ADD 15%
☐ SEND FOR FREE CATALOG.
CIRCLE QUICK-ACTION CARD NO. 20

# Letters

(continued)

*Linda Junior High School, North Highlands, California.*

Alfred North Whitehead points out that "the major advances in civilization are processes that all but wreck the societies in which they occur." The electromagnetic wave has brought an end to education as we know it. Television has kidnapped our students and holds them for ransom in the present. We try to rescue them, but all we can offer is refuge in an outmoded past.

Homer lamented the invention of writing: surely we would become lazy and forgetful, relying on the parchment instead of our own minds. From the preliterate to the literate we came—and now to the postliterate. We have arrived at a new level of human evolution, based on the printed circuit rather than the printed word.

Should we as a profession choose to resist this evolution, we must be willing to unravel the fabric of society and completely reweave it. If we choose to accept it, we must be willing to keep pace with it—to mold it as it molds us. We must be willing to live with a concept of school that is radically different from that which we have known.

What we cannot choose is to sit and watch—to do so is to abdicate our responsibility to ourselves, our students, and our society, and to suffer sure extinction as a profession.

—Clark Jobe, *former member, Board of Directors, Student National Education Association, Austin, Texas.*

Not only do students converse while I—or another student—am trying to say something, but in music classes they seem almost incapable of listening to a recording or even a live performance without talking to one another. They have become so accustomed to hearing background music—in shopping centers, restaurants, and cars; at home; on the beach; in the street—that they cannot imagine that listening to music can be totally absorbing in itself.

—Elizabeth J. Hahn, *vocal music teacher, Hamden (Connecticut) Public Schools.*

Passivity affects not only students' schoolwork but their interpersonal relationships. They think little in life deserves sustained effort, and they seem to have no concern for the feelings of others.

What's worse, I may be becoming trapped in the same thing: Why should I bust myself in a futile attempt to really teach? This is a trap we should all watch out for, but how do we avoid it?

—Robin T. Ankeny, *seventh and eighth grade language arts teacher, Crolane Junior High School, Eugene, Oregon.*

I'm not sure how many hours of radio I listened to while I was in grammar school, but I'm sure it was at least 10,000. I remember Jack Armstrong, the Lone Ranger, and how good always triumphed. I remember pestering my mother to buy Cheerios because I needed the box top and 50¢ to send for my decoder ring. I also remember having to eat all the cereal before getting the boxtop and mowing the grass for two weeks to earn the 50¢.

I remember the interest my parents took in the marks I got on my homework. I also remember the jolt when no radio was allowed for a week because I got a C on an English assignment.

I remember carrying books home every day, and the terribly thick ones we had to read for book reports. I remember the fun projects we had for homework—collecting and labeling a book of leaves.

Of course there were always lots of distractions to keep me away from my homework, although maybe they weren't as addictive as television is supposed to be. Maybe the problem today is that homework isn't distracting enough.

—Jane E. Cohen, *vice-president, television, National Association of Broadcasters, Washington, DC.*

Ms. Feinberg's ability to bring our thought into focus succinctly while adding some of her own insights prompted us to write this letter of thanks. Let us all—educators, parents, students, and the general public—make a concentrated effort to stop settling for mediocrity and to use television as the learning tool it can be—before wall screens of bionic people turn our children into passive robots.

—Pamela A. Curley, Timothy G. MacAdams, Thomas A. Lynch, *Ayer (Massachusetts) Senior High School.*

To survive, the young child adapts to the climate in which it finds itself, and eventually it decides that's all there is. Thus many children learn that the main focus of life is television. Parents may attend to feeding and dressing, but often in a grudging, absent-minded way. Even though the child has food and clothing, they are not associated in its mind with good feelings. Food, clothing, and toys are merely objects that are there, as the child is merely there.

We have changed the home from a people-focused climate to one in which everyone's attention is focused on TV. Most parents love their children, but have turned family life over to the TV. The choice was unconscious, but the results are very real.

—Amy L. Opper, *school social worker, Flint (Michigan) School System.*

**Wanted: Pregnant Teachers**

I am researching a book on pregnancy, and I would like to speak with readers who are now or have very recently been pregnant. I'm interested in work during pregnancy; moods; travel; and relationships with husband, other family members, and doctors. I will protect confidentiality absolutely.

Please send your telephone number and the topic you're interested in discussing to me at R.D. 1, Box A309, New Hope, PA 18938.

—Phyllis Gillis, *writer.*

**Reunion of Internees**

A reunion is being planned for former internees who were students at Poston (Arizona) Camp III High School between 1942 and 1945 and for their teachers. The reunion will take place in San Diego, California, on August 11 through 13.

For reservations and further information, former students and teachers can write me at 3482 Altridge Street, San Diego 92123.

—Ben Honda, *chairman, Poston Camp III Reunion Committee.*

**Adult Education: Enrichment and Survival**

"Night Campus" (September-October) paints an idyllic picture of adult education as enrichment. For many, however, it is a necessity. In the Rochester area, most students are learning life skills—how to read a help-wanted ad, write a letter of application, dress for and behave in an interview, keep the job.

The motivation and hidden talent Mr. Schreiber describes are heartwarming. Adult education can also tear the heart, as when someone struggles to answer in English the simple question, "What is a bird?" and finally responds, "What sings in the mountains."

—Linn Downs, *English as a Second Language instructor, Ibero-American Action League, Rochester, New York.*

# m&m's® at last!

## Now you can sell America's best-advertised, top-selling candy for super profits.

Get ready for the money-earning drive of a lifetime. Your group will be selling M & M's, the candy-coated plain and peanut chocolate delights that all America has been raised on. Who is there who hasn't savored the "melt in your mouth" goodness of these brightly-colored flavor favorites? Award-winning advertising campaigns in all media have made M & M's far and away the Number One selling candy of all time. Now it's your group's turn to cash in on the M & M's craze.

M & M's come packaged 36 packets to a handy carrying carton. Each packet sells for 50¢ and your group earns an easy $6.00 for every carton sold. The way M & M's are gobbled up, you can count on each member to sell at least two cartons easily.

Watch your profits grow:

| If you have . . . | then order . . . | and pocket: |
|---|---|---|
| 10 members | 20 cartons | $120 |
| 25 members | 50 cartons | $300 |
| 50 members | 100 cartons | $600 |

M & M's Plain and Peanut Chocolate Candies are the low-priced, fast moving fund-raiser you've been waiting for. Gear up for action!

"the milk chocolate melts in your mouth—not in your hand"®
m&m's®
GUARANTEE OF SATISFACTION If not fresh and in good condition, return unused portion for replacement. State where and when bought.
PEANUT CHOCOLATE CANDIES
m&m's® BRAND
PLAIN CHOCOLATE CANDIES
"the milk chocolate melts in your mouth—not in your hand"®
GUARANTEE OF SATISFACTION If not fresh and in good condition, return unused portion for replacement. State where and when bought.

TED-048

To: **REVERE COMPANY,**
Scranton, Pennsylvania 18504

☐ Please send us _____ cartons of M & M's Plain Chocolate Candies (#191).

☐ Please send us _____ cartons of M & M's Peanut Chocolate Candies (#192).

Name _____

Title _____ Ph. [area code] _____

Address _____

City _____ State/Zip _____

Group _____ No. of members _____

Sponsoring Unit _____ Address _____

Name, address and phone number of 2 additional officers:

Name _____ Address _____ Ph. _____

Name _____ Address _____ Ph. _____

Whenever possible, to avoid extra private residency delivery charges (for which Revere cannot be responsible), have shipment sent to business address of a member.

Shipping address (if different from above) _____

Signed _____
(Adult Leader)

**Order now! Call toll free 800/233-4193 (Pennsylvania residents call collect 717/342-0241). Or fill in and mail this coupon today.**

**NO INVESTMENT. NO RISK.** Payment for full order is not due until 30 days after receipt of candy. Freight paid on 35 or more cartons. Due to shortages and price fluctuations on the world cocoa market, weight and price are subject to change.

CIRCLE QUICK-ACTION CARD NO. 29

# Research Clues

**By JOHN H. HOLLIFIELD**
*Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.*

**Is science fiction useful in the secondary school curriculum?**

It's very useful, and teachers are using it a great deal. A survey of 300 teachers in four Southeastern states found that 59 percent of secondary school teachers (grades seven through 12) are using science fiction in their classrooms. Teachers of literature, biology, science, history, health, and English are using it the most.

Teachers cited these reasons for using science fiction: (1) It promotes student curiosity and enthusiasm; (2) it provides creative opportunities for writing, drama, game playing, and simulation; (3) it aids comprehension of the relation between past and future; and (4) it stimulates student discussion on issues involving human values and institutions.

Following are some examples of how teachers are using science fiction in the classroom. One teacher showed a science fiction film that illustrated antigravity propulsion as a springboard to teaching Newton's and Kepler's laws. Another had students build models of future cities.

Science fiction uses fictional worlds as a tool for inquiry about our existing world, according to the author, and this is not a new teaching approach. Plato's *Republic* and Sir Thomas More's *Utopia* are other models of alternative worlds that provide ideas about the condition and values of the real world.

See John C. Reynolds, Jr. "Science Fiction in the 7-12 Curriculum." *The Clearing House* 51: 122-25; November 1977.

**Can the open elementary school promote long-term goal-directed student learning?**

Not yet, according to this examination of an open elementary school of 320 students in a Midwestern city. The study found evidence that many of the good features of open education are being fulfilled, but long-term goal-directed learning by students remains a weak point requiring further attention.

The study sampled 63 students in grades one through six in the school and interviewed each child within a four-week period. Some of the findings, recorded at the time of the interviews, were as follows:

- Forty percent of the students were involved at the time they were interviewed in activities classified as "creating/building," 30 percent were involved in academic curriculum-based activities, and 18 percent were involved in social activities.
- Most students felt free to ask for help from teachers, teacher aides, or friends, and expected to get it. Older students tended to ask for more help than younger students, however.
- Students were mainly pursuing a project of their own choosing and did not feel that failing to complete it would be disappointing to anyone but themselves.

Students viewed the projects they were working on as momentary; they did not think about continuing them outside of school or in school on the next day. The authors therefore cite the need to help students develop skills conducive to setting long-term goals and directions for self-initiated learning.

See Martin R. Wong, Beth Erickson, Patricia King, Jane Stoller, and Thomas Allen. "Perceptions and Activities in an Open Education Environment." *Child Study Journal* 7: 117-30; No. 3, 1977.

**Does student self-concept influence competitive or cooperative behavior?**

Students with high self-concepts are more likely to compete on academic tasks, while students with low self-concepts are more likely to cooperate, according to this well-designed study of 290 10-year-olds.

The study measured student self-concept with the Piers-Harris Children's Self-Concept Scale and then paired the students on the Cooperation-Competition Game, which allows students to compete or cooperate. The pairs consisted of two students with high self-concepts, two with low self-concepts, or one of each type. In the game playing, the high-high pairs competed significantly more, and the low-low pairs cooperated significantly more. In the high-low pairs, the high self-concept students behaved competitively, while the low-concept students behaved cooperatively. The author also found that white students in the sample competed significantly more than black students.

The study contains many implications for teachers who want to form cooperative task groups in their classrooms. Two high self-concept students in the same group will tend to compete with one another rather than cooperate with the group. Low self-concept students will tend to let the high self-concept students turn the cooperative task into a competitive one. The author suggests that teachers include students with high and low self-concepts in each group and that they emphasize how group members can cooperate rather than compete on assignments.

See Marianne W. DeVoe. "Cooperation as a Function of Self-Concept, Sex, and Race." *Educational Research Quarterly* 2: 3-8; Summer 1977.

**Does attendance in desegregated schools increase the achievement of black students?**

This extensive review of the literature concludes that research conducted since 1959 cannot provide a yes or no answer to that question. Many studies have shown desegregated schooling to be positively related to black student achievement; many others have not. The author points out, however, that studies with both results have methodological problems that weaken the validity of their findings and that even the best-designed studies do not reach the same conclusions.

See Lawrence A. Bradley. "The Academic Achievement of Black Students in Desegregated Schools: A Critical Review." *Review of Educational Research* 47: 399-449; Summer 1977.

**Is there a way to predict which potential teachers will enter and remain in the profession and which will not?**

Such a predictive ability, says the author, would be useful to dissuade people who aren't likely to succeed from entering the profession. His study finds that low scores on pre-admission interviews for a one-year graduate teacher education program seem to indicate unsuitability for the profession.

The study sampled 78 graduates of such a program in a Canadian university three-and-a-half years after graduation. Of these, 59 were still teaching, eight

# ICELANDIC TO EUROPE

Icelandic Airlines has always been a pioneer of low fares to Europe, but this time we've really outdone ourselves. We are now offering the absolute lowest 14-45 day APEX fare ever offered to any part of Europe. And we'll take you to Luxembourg, which is right in the middle of everything, the very heart of Europe. And your seat to Luxembourg will be CONFIRMED before you go.

There are the usual conditions, of course. You must reserve and pay for your ticket at least 45 days prior to departure. And you must add a surcharge of $15 each way for travel on weekends.

These record low Basic Season fares will be good through May 31, 1978.

Beginning on June 1, Icelandic will be introducing incredibly low summer APEX fares: $345 round-trip from New York to Luxembourg. $375 round-trip from Chicago.

And, believe it or not, even at these low prices we won't be skimping on inflight service. You'll be getting friendly service, a delicious hot meal, and even free wine and cognac.

For more information about these and other low Icelandic fares, see your travel agent, mail the coupon below, or call us toll-free.

**Icelandic**

**Lowest jet fares to the heart of Europe of any scheduled airline.**

**$275**

**ROUNDTRIP FROM NEW YORK.**

See your travel agent. Write Dept. # TE4
Icelandic Airlines, P.O. Box 105, West Hempstead, N.Y. 11552.
Call 800-555-1212 (WATS information) for toll-free number in your area.

NAME _____

ADDRESS _____

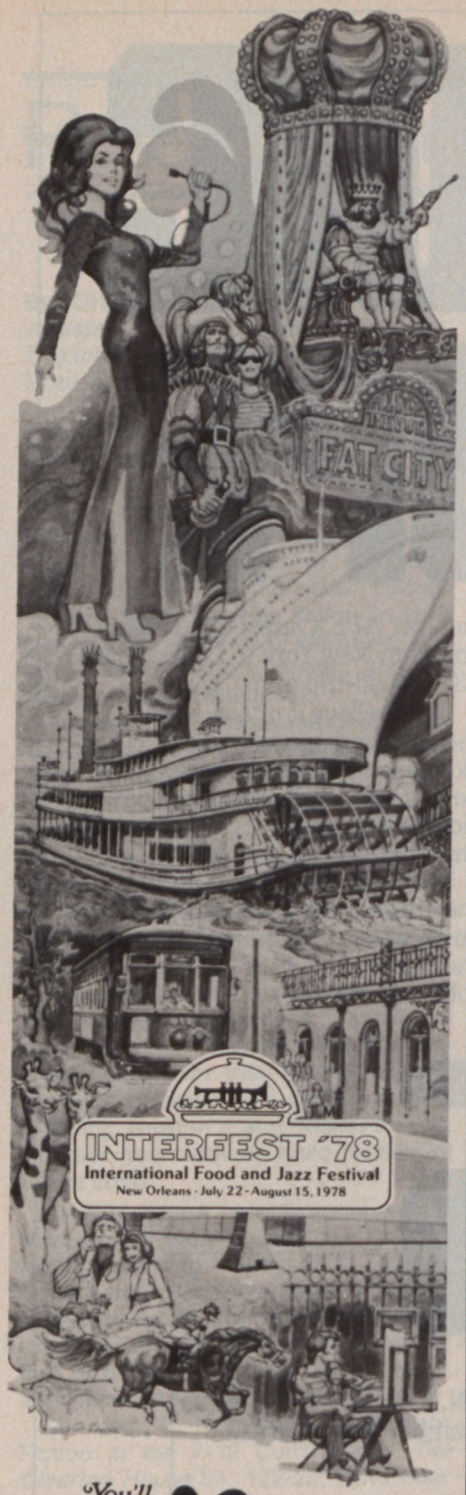
CITY _____ STATE _____ ZIP _____

Fares subject to change and government approval.

**$295**

**ROUNDTRIP FROM CHICAGO.**

CIRCLE QUICK-ACTION CARD NO. 34




*You'll love* **New Orleans**

*And she'll love you right back*

For more information
on New Orleans,
write
the Greater New Orleans
Tourist and Convention
Commission,
Dept. TE78,
334 Royal Street,
New Orleans,
Louisiana 70130

CIRCLE QUICK-ACTION CARD NO. 12

# Research Clues

(continued)

regarded their withdrawal from teaching as temporary (and hence were classified as "survivors"), while 11 were genuine dropouts from the profession—they had withdrawn permanently and for reasons which suggest that they were simply not suited for teaching. Every one of these "nonsurvivors" had a pre-admission interview score below the average for the total sample.

The interview score was highly significant in predicting who would survive and who would not; age, undergraduate average, and practice teaching grade were not significant in predicting teacher survival.

See David Pratt. "Predicting Teacher Survival." *Journal of Educational Research:* 71: 12-18; September-October 1977.

**Can working in small groups improve the social acceptance of retarded children who are integrated into a regular classroom?**

Yes. This study found improved acceptance of retarded children among their classmates when each retarded child worked in a small cooperative group with four to six nonretarded classmates for 40 minutes per day over an eight-week period. The group work consisted of highly structured manipulative tasks using multimedia materials, and the study was implemented in regular classrooms.

The study used third, fourth, and fifth grade classrooms in two school districts. One retarded child was placed in each of 37 classrooms, 25 of which employed the small-group treatment and 12 of which served as control classes. A pretest-posttest measure showed that acceptance of the retarded children by their group mates and classmates was significantly higher in the classes where they worked in small groups.

Getting normal children to accept retarded children socially is one of the main problems that integrating the handicapped places upon teachers. This study offers a possible solution—a procedure that increases the social acceptance of retarded children in the context of ongoing activities within the regular classroom.

See Maurine Ballard, Jay Gottlieb, Louise Corman, and Martin J. Kaufman. "Improving the Social Status of Mainstreamed Retarded Children." *Journal of Educational Psychology* 69: 605-11; No. 5, 1977.

**How do elementary school children view other countries?**

Children in grades one through six in this study hold stereotypic views of people in other countries but show some indications of objective understanding of others as they move from primary into intermediate grades. Television seems to influence the children's views; in describing other countries, they use a number of expressions that come from prime-time TV programming.

The study's sample consisted of 300 children in 17 schools in the Midwest, and it measured their perceptions of "the world," China, India, and Nigeria.

The authors say educators should be aware that children have stereotyped images of people in other countries and should help children become aware of, and appreciate, cultural diversity.

See Charles E. Eicher and Robert W. Wood. "An Investigation of Elementary Children's Perceptions of Selected Countries of the World." *Education* 98: 82-90; Winter 1978.

**Do young children prefer novel activities to familiar ones?**

The 20 children in this study preferred novel activities to familiar ones. When involved in novel activities, they were more likely to be overtly active, and when involved in familiar activities, they preferred to remain passive.

The 20 children were ages two through four, and the activities were presented as part of the natural setting in a day-care center. The children had free choice of four activities to engage in, and the authors used the amount of time each child spent on an activity to measure preference. They measured active or passive involvement of each child.

The authors suggest that the results have implications for educational programming: Offering novel activities will encourage young children's active involvement.

See Morris E. Eson, Michael S. Cometa, Deborah A. Allen, and Patricia A. Henel. "Preference for Novelty-Familiarity and Activity-Passivity in a Free-Choice Situation." *Journal of Genetic Psychology* 131: 3-11; 1977. □

Examine now in your own home

# FREE

a complete set of

# 24 Safari Cards™

and receive as a gift this handy

# Free Filing Case

*Keep everything if delighted*
for only $1.00 (plus P&H)

CIRCLE QUICK-ACTION CARD NO. 59

**PLUS FREE** a second set of **24 Cards** If you answer within 5 days

## Now in a giant card file all the great animals of the wide, wild world.

## SAFARI CARDS™

*If you love animals... If you want to know more about their lives, their amazing behavior... you can now do it like professionals do: Build your own comprehensive card file.*

Naturalists, zoologists, game wardens, animal photographers... almost all those whose work involves the study of nature's marvels keep notes on index cards. They know that this is the best, most convenient method of adding to their knowledge and of being able to locate rapidly and easily, information whenever they need it. For any animal lover keeping such a card system provides endless joy.

Each Safari Card presents to you on the front a beautiful full color photograph of an animal and a simple index system for it. Its back is devoted to a clear, stimulating and authoritative description of the animal, its habits and its life.

### FOR YOUR ENTIRE FAMILY THE MAGIC OF SAFARI CARDS™

- For the young, Safari Cards mean active involvement—teaching the advantages of a logical filing system and developing visual memory.
- Each member of the family can consult the cards at the same time, take them along on trips to zoos, museums and safari parks.
- Whichever system of classification you choose, information is always at your fingertips.

### HOW TO CLAIM YOUR FREE GIFTS

Return the gift coupon below and we'll send you the complete starting kit described above. And so that you will be able to get an even better idea of the beauty and value of Safari Cards we'll enclose a second complete set of cards—all without any purchase obligation whatever!

If after examining it all you are not satisfied that you want to start collecting Safari Cards, you simply return everything and owe nothing. Otherwise you get to keep it all: ✲ TWO Sets of Safari Cards ✲ the filing case ✲ all the filing cards you need and all accessories —and you pay only for ONE set of Cards, at the special introductory price of $1.00 (plus P&H). Yes, everything else—a $5.00 value—is yours free and you'll then receive—for just as long as you wish—new Safari Cards at about monthly intervals under the convenient subscription plan described in the gift coupon below. You are free, of course, to cancel your subscription at any time simply by writing.

The important thing now is to get to know this exciting new nature project. Send in your Gift Coupon today. There's no purchase obligation.

**4 clever filing systems to file your cards**

- ✲ alphabetically
- ✲ by zoological order or species
- ✲ by habitat
- ✲ by geographical region

Each card a full
22 square inches: 4⅞" x 4⅝"

**SAFARI CARDS** are a product of Cards of Knowledge
201 Lincoln Blvd., P.O. Box Z, Middlesex, N.J. 08846

W1768

## FREE GIFT COUPON

**Safari Cards, 201 Lincoln Blvd., Dept. W1768**
**P.O. Box Z, Middlesex, N.J. 08846**

Please send me prepaid, without purchase obligation the first two sets of 24 Safari Cards each (48 in all) plus the free filing case with all accessories.

I may return the Cards within 10 days and owe nothing. But if delighted with my Safari Cards and I decide to keep them the first complete set of 24 cards, plus the beautiful filing case and all accessories are mine free and I will only pay you the introductory price of $1.00 (plus postage and handling) for the second set of Cards. You may then send me on approval new sets of Safari Cards as they become available one set each the next two months and three sets per month thereafter.

For future sets I decide to keep, I need pay only the low subscribers price of $1.98 per set of 24 cards (plus P&H).

I am free to ask you in writing, at any time, to terminate my subscription.

Name_____
please print clearly
Address_____ Apt. No._____
City_____
State_____ Zip_____

CANADA: send in coupon for servicing directly from Toronto. MO9

# Feel Good All Over.

Feel 14 miles of fine white sand trickle through your toes.

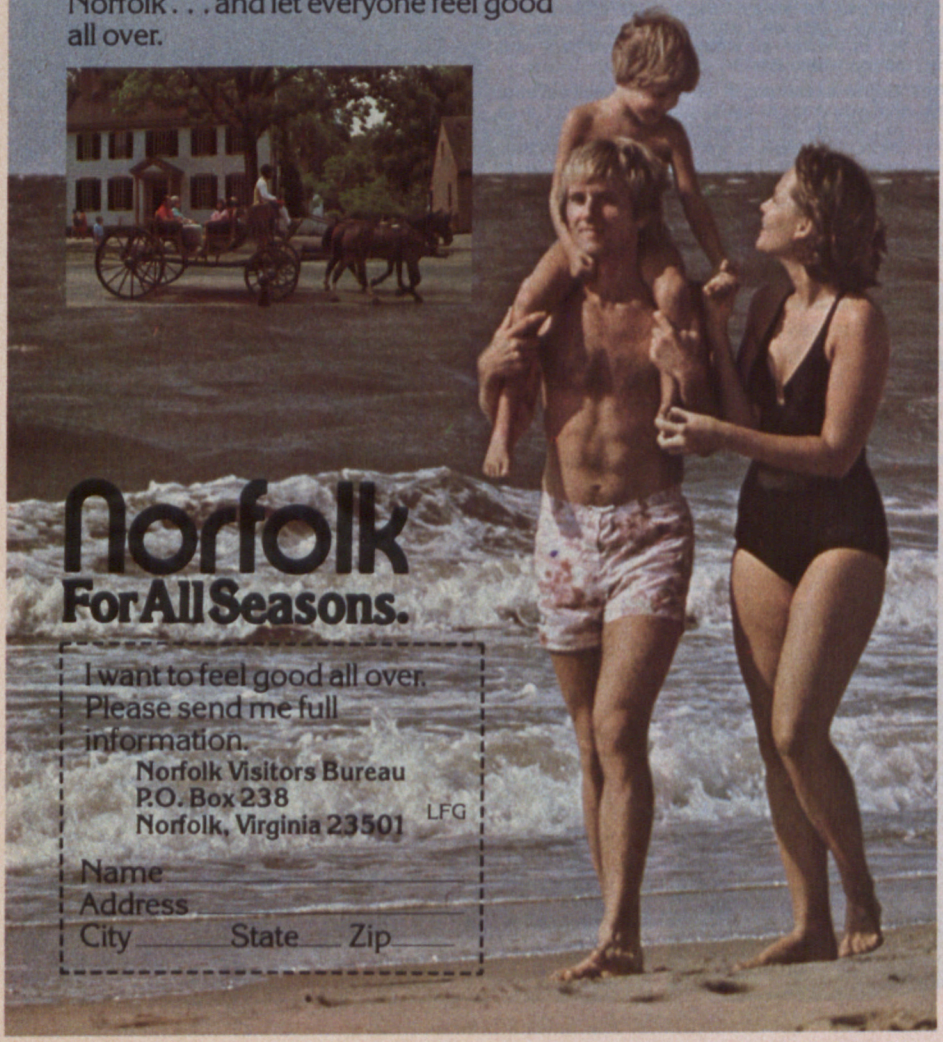
Feel the warm waters rush over your body. Or sail. Or fish. Or take in art, culture and over 300 years of history on the Norfolk Tour. It's a ten-stop adventure you can take at your own pace.

Or you can take a side trip to nearby Williamsburg, Jamestown, Yorktown and Busch Gardens.

When the sun sets, feel the rhythms of Norfolk's exciting night life . . . and the contentment of some of the best seafood you'll find anywhere.

This summer bring the family to Norfolk . . . and let everyone feel good all over.





**Norfolk For All Seasons.**

I want to feel good all over. Please send me full information.

Norfolk Visitors Bureau
P.O. Box 238
Norfolk, Virginia 23501

LFG

Name
Address
City State Zip

CIRCLE QUICK-ACTION CARD NO. 4


# Member Opinion Poll

**Problems Confronting Public Education**

The attitude of the public toward education has a direct bearing on its willingness to finance public schools adequately. A survey taken in the spring of 1976 indicated that NEA members consider public apathy toward education and inadequate funding to be the two most important problems confronting public education.

One NEA member in 4 says that the public apathy toward education is the most important problem, and an equivalent proportion feels that inadequate funding is the most important problem. About 1 member in 5 considers discipline the major problem facing public education today.

Members report problems as follows:

| | |
|---|---|
| Inadequate funding for education, lowering the priority of education | 26.7% |
| Public apathy toward education | 25.4 |
| Discipline | 18.0 |
| Irrelevant curriculum, which doesn't meet the needs of children | 9.1 |
| Student or teacher apathy | 5.6 |
| Antagonism or poor quality of school boards or administrators | 3.8 |
| Poor quality of teachers | 2.6 |
| Lowering of morals or values | 2.6 |
| Lack of respect for teachers | 1.6 |
| Other | 4.6 |

A third of the members in the Middle States consider funding of the schools as a major problem, while less than 1 in 5 of those in the Southeast feel this way. Members in the Southeast are most concerned about public apathy and discipline. Also, a higher percentage of members in the Southeast are concerned about student or teacher apathy than are those in other regions of the country.

Though the problem of financing education is recognized nationwide, members in suburban communities are more concerned about it than are those in urban or rural areas.

A third of the male teachers list adequate financing of education as the major problem confronting education, while less than a fourth of the female teachers do so. A higher percentage of female teachers (10.9 percent) than male teachers (5.3 percent) are concerned about the curriculum's not meeting the needs of children.

**—NEA Research.**

# WOW! WHAT DISCOUNTS TO TEACHERS ON...

# INEXPENSIVE CLASSROOM REWARDS

**Teacher Aids, Toys, Books, Pencils, etc.**

# FREE

**BONUS WITH EVERY ORDER PLUS — 18 BALL POINT PENS WITH ORDERS OVER $7.00.**

**GRADING STICK-ONS SERIES**
1 message per Stick-On — 6 different messages per roll of 1000
1 roll for ..... $2.50

**Assortment 970-A**
Well Done
Good Work
Very Good
Excellent
Great
Satisfactory

**Assortment 970-B**
Keep Trying
Much Better
You Can Do Better
Work Faster
You Did not Listen
Please Follow Instructions

**Assortment 970-C**
Do Over
Poor Work
Messy
Incomplete
Needs More Effort
Careless

**809 SMILE PUT-ONS**
1000 for ..... $2.50

**808 SMILE RINGS**
100 for ..... $1.40

**810 SMILE BUTTONS**
100 for ..... $1.45

**D-56 E IMPRINTED PENCILS**
"From your teacher for being a good student."
36 for ..... $1.75
72 for ..... $2.95

**M-150 PENCIL TOP ASST.**
100 for ..... $2.95

**M-125 E IMPRINTED BOOKMARK RULERS**
"From your teacher for being a good student"
100 for ..... $2.95

**D-58 B GOOD CONDUCT MEDALS**
100 for ..... $1.45

**719 144 NOVELTIES WITH FREE CHEST**
for ..... $3.95

**COLORING BOOKS**
**M-106 Miniature size**
144 for ..... $2.90
**M-103 Large size**
72 for ..... $3.50
144 for ..... $6.90

**M-104 Super size**
(29¢ retail value, each book)
36 for ..... $7.20
72 for ..... $13.95

**M-120A ASSORTED CRAYONS**
144 for ..... $1.95

**TREASURE CHEST ASST. OF LARGE TOYS**
**Pre-Kindergarten — Grade 2**
N-197C—50 Asst. Toys for ..... $3.25
N-198—200 Asst. Toys for ..... $10.95
**Grades 3—5**
H-214A—50 Asst. Toys for ..... $4.25
T-215—200 Asst. Toys for ..... $14.95
**Grades 6—8**
N-199A—50 Asst. Toys for ..... $3.25
N-199T—200 Asst. Toys for ..... $10.95

**REFILLS**
**Pre-K—Grade 2**
N-197—100 Asst. Toys for ..... $5.65
N-197D—200 Asst. Toys for ..... $10.95
**Grades 3—5**
H-214—100 Asst. Toys for ..... $7.75
H-214D—200 Asst. Toys for ..... $14.95
**Grades 6—8**
N-199—100 Asst. Toys for ..... $5.65
N-199D—200 Asst. Toys for ..... $10.95

**SUPER TOYS**
(49¢ — 99¢ retail value, each toy)
Q-158B—25 for ..... $6.75
Q-158—50 for ..... $13.30
(Treasure Chest Pack)
Q-158A—100 for ..... $25.25

**971-EASTER RINGS**
100 for ..... $2.95

**B-113E IMPRINTED BALLOONS**
"From your teacher for being a good student."
100 for ..... $2.50

**M-153 MOD NECKLACES**
100 for ..... $2.75

**P-149 MINIATURE MAGIC SLATES**
144 for ..... $2.40
**791 EXTRA LARGE MAGIC SLATES**
12 for ..... $6.95

**ECONOMY TOY ASST K-2**
75 toys for $1.25
**P-147**
500 toys for $5.50

**M-135 ANIMAL ERASERS**
72 for ..... $1.85

**761 COMIC BOOKS**
40 for ..... $3.95
80 for ..... $6.95
(29¢ retail value, each book)
Approved subjects only

**576 CARTOON LOLLIPOPS**
120 for ..... $1.50

**D-11 BOYS & GIRLS ECONOMY RING ASSORTMENT**
144 for ..... $1.50

**D-61A LARGE PLATED FLICKER ACTION RINGS**
100 for ..... $2.75

**N-239 LARGE JACK SETS**
48 sets for ..... $1.95
72 sets for ..... $2.85
(Sets = jacks & ball)

**N-284 HI-LO GAMES**
36 for ..... $1.90
72 for ..... $3.45

**T-145 HAND PUPPETS**
36 for ..... $3.40

**T-280 TROPHIES**
36 for ..... $3.50

**N-159 LARGE PEG PUZZLES**
48 for ..... $1.95
72 for ..... $2.75

**T-290 SAVINGS BANKS**
36 for ..... $2.70

**T-122 CHECKER SETS**
36 sets for ..... $2.80
(Sets include checkers and board)

**N-161 LARGE PATIENCE PUZZLES**
48 for ..... $1.95
72 for ..... $2.65

**CARS & TRUCKS ASSORTMENT**
**P-130 Miniature size**
144 for ..... $2.25
**M-119 Vehicles in matchboxes**
36 for ..... $2.95

**D-77K**—50 Circus Animals— $2.60
**D-77M**—50 Little Animals— $2.60
**D-77J**—50 Teenie Wonders— $2.60
**D-77N**—144 Mini Animals— $2.60
**D-77P**—50 Farm Animals— $2.60

**938 CRYSTAL PETS**
50 for ..... $1.95
**M-133 CRYSTAL ANIMALS ASSORTMENT**
144 for ..... $4.95

**N-189 TRICK BALL 'N' CUP**
36 for ..... $1.65
72 for ..... $2.90

**PAPERBACK BOOK SPECIALS**
**802—CHARLIE BROWN**
6 Asst. books for ..... $5.10
**803—SESAME STREET**
5 Asst. Books for ..... $3.35
**922—GUINESS BOOK OF WORLD RECORDS**
1 book for ..... $2.25
**950—STAR TREK**
6 Asst. books for ..... $6.75
**921-MAD BOOKS**
6 Asst. books for ..... $6.75
**912-GOLDEN BOOKS**
10 Asst. books for ..... $4.45
**978-STAR WARS**
1 book for ..... $1.75
**979-BIG LITTLE BOOKS**
6 for ..... $2.70
**972-SESAME STREET CALENDAR**
1 for ..... $3.25
**973-1978 STAR WARS CALENDAR**
1 for ..... $4.45

**N-152 NUMBER PUZZLES**
72 for ..... $3.95

**T-164 MAGNETS**
36 for ..... $2.85

**975-SCRABBLE GAME**
(Travel Edition)
1 for ..... $10.95

**M-121 BANGLE BRACELETS**
144 for ..... $1.95

**N-153 PENCIL SHARPENERS**
72 for ..... $2.95

(regulation size)
**Q-184 CHESS SETS WITH BOARD**
12 sets for ..... $3.95

**BOYS & GIRLS RING RING ASSORTMENT IN DISPLAY BOXES**
72 Boys rings for ... $2.50
72 Girls rings for ... $2.50
72 Boys & Girls rings for ..... $2.50

**T-287-MEMO PADS**
(Pocket Size)
36 for ..... $4.50

**974-MAP PUZZLE**
1 for ..... $ .89

**P-136 PREHISTORIC ANIMALS**
144 for ..... $2.25

## FREE EXTRA BONUS

With any order — **"HISTORICAL DOCUMENT"** — ideal for your classroom for teaching children about their American Heritage — Suitable for framing. *Plus* — additional bonus of 18 ball point pens with order of $7.00 or more.

**ORDER FORM**
EDUCATIONAL PRODUCTS DIVISION
**JONSON SPECIALTIES**
DIVISION OF
**D & D NOVELTIES, Inc.**
Cedarhurst, NY 11516
Dept. E 4/78

| Quan. | Item No. and Description | Amount |
|---|---|---|
| | | |

Total Amount

Amount Enclosed

Name

Address

City

State Zip

We pay postage if remittance is enclosed with order over $10.00. N.Y. State residents add Sales and all other local taxes. Educational institutions are TAX EXEMPT. For orders totaling less than $10.00, add an additional 95¢ to cover postage and handling. Canadian orders add an additional $1.50.

Visit our showroom at:
**289 Beach 14th Street Far Rockaway, NY 11691**
**CALL TOLL FREE 800-221-6714**
New York State Residents call 212-327-5613
☐ **WRITE FOR FREE CATALOGUE**

CIRCLE QUICK-ACTION CARD NO. 57.

# The Teacher and the Law

## Association Activity Rights

Teachers have a legal right to form and join associations—local, state, or national—for the purpose of advancing and guaranteeing their job rights and interests. Their right to freedom of association is derived from the First and Fourteenth Amendments.

As early as 1960, the U.S. Supreme Court spoke out on the issue. The case involved challenged an Arkansas statute that compelled teachers to file annually an affidavit listing every organization to which they had belonged or regularly contributed within the preceding five years. Said the Court: "It is settled that teachers have the right of free association, and unjustified interference with teachers' associational freedom violates the Due Process clause of The Fourteenth Amendment."

Educators also have a right to act as leaders in their associations, promoting membership, advocating teacher rights, and freely expressing their concerns to the community and to school officials as well as representing the association in collective bargaining with the school board.

In most sections of the country, teachers generally have few difficulties in forming, joining, and leading associations. In nonindustrial areas and in areas where labor unions have been inhibited by stringent right-to-work laws, however, problems do arise. Because labor-management relations are strange to them, many school boards and administrators react by interfering with association activities. They hope thus to induce the association to return to older patterns of employer-employee relationships that the boards and administrators prefer.

Typically, acts of interference include surveillance and interrogation; threats, promises, and misrepresentations; domination of the association; the thwarting of membership recruitment efforts (for example, by refusing to cooperate in dues deduction); and reprisals in the form of dismissal, nonrenewal, or involuntary transfer of association leaders. First, this article will discuss and suggest constitutional remedies to protect teachers from three specific kinds of interference: obstructing associations' communication with members, barring UniServ directors from representing or visiting members, and dismissing association leaders. Then, the article will discuss and suggest statutory remedies.

### Constitutional Remedies

*Obstructing Communication.* Restrictions on associations' ability to communicate with members, to petition public officials, and to answer student queries on issues of concern to associations have been successfully fought as violations of the First Amendment.

In New York, for example, the president of a local association challenged a section of the school district's administrative manual as restrictive of free speech rights. The section prohibited distribution directly into faculty mailboxes of unstamped association materials dealing with such matters as negotiations. Mailed items, regardless of subject matter, could be distributed through the mailboxes.

A federal court found the provision a prohibition of the teachers' rights. It also enjoined the district from applying the section and from preventing the distribution of association publications and other literature on school property.

Teachers in a California school district were barred from circulating a petition for signatures during duty-free lunch periods on school premises. The petition, addressed to various public officials, related to the financing of public education. Such proposed First Amendment activity, the Supreme Court of California indicated, should not be stifled absent a showing of clear and substantial threat to order and efficiency in the schools. To justify such restrictions, the court noted, the danger must be one which "rises far above public inconvenience, annoyance, or unrest."

In New Jersey, a teachers association, the collective bargaining agent, sought to enjoin the school district from enforcing one of its policies. The policy barred teachers from answering students' questions about negotiations between the board and the association. A state court held that unless such speech would materially or substantially interfere with the requirements of appropriate discipline, the prohibition "placed unconstitutional prior restraint on freedom of discussion."

*Hampering UniServ Personnel.* Some school authorities have established policies and rules denying UniServ directors the right to represent teacher members at administrative hearings or to visit them during the school day on school premises.

In Alabama, for example, a school board has a written policy that allows teachers to have representation in grievance procedures at Steps 2, 3, and 4. Under this policy the aggrieved teacher has the right to be represented by a person who is "mutually agreeable" to the grievant and the board.

In a case currently on appeal to the U.S. Court of Appeals for the Fifth Circuit, a nontenured teacher, seeking review of his principal's nonrenewal recommendation, was denied his request to be represented at an administrative hearing by any of seven UniServ directors whom he listed by name. The board offered the teacher the opportunity to be represented by either a teacher colleague or an Alabama attorney of his choosing. In the federal district court that originally heard the case, the teacher alleged that the exclusion of UniServ personnel from representing members was arbitrary in that the board did not provide any reason why a UniServ director was not "agreeable" to it. The district court held that the defendant board did not apply the "mutually agreeable" rule arbitrarily or violate any of its established grievance procedures.

Rules also have been promulgated that deny or limit UniServ directors' access to teachers to discuss association matters on school grounds during the school day. Such regulations may be unconstitutional on two grounds: First, they infringe teachers' and UniServ directors' First Amendment rights to free speech and free association. Second, they deny UniServ staff Fourteenth Amendment rights to equal protection of the laws by denying them access to teachers while granting others such access.

School boards and administrators are legally obligated to issue reasonable rules to guarantee that the education of students is not materially or substantially disrupted by other activities occurring in or on school property. The Constitution, however, requires them to balance their interest in efficient functioning of the school system with the teacher's interest in freedom of expression and association. Thus, attorneys specializing in teacher rights argue that regulations barring a UniServ representative from meeting with a teacher during a class or requiring UniServ directors to sign in or make their presence

known to school officials are valid, but that rules barring such meetings during the teacher's lunch or other nonteaching periods are invalid. They also believe that rules barring such meetings during planning periods also are invalid if during such periods teachers are not required to spend this time preparing for class.

School boards also may not, attorneys say, deny entrance to schools to UniServ personnel while allowing access to others such as salespersons, attorneys, or outside speakers.

*Dismissal of Association Leaders.* The most coercive act of interference an employer can commit is the discharge of association leaders for their association activity. Association members are protected by the U.S. Constitution, state fair dismissal statutes, state public employee collective bargaining laws, and collective bargaining agreements.

An Oregon teacher alleged in federal court that his teaching contract was not renewed because he had engaged in negotiating activities on behalf of his local association. The court agreed, finding that the evidence compelled the conclusion that the board's motivations included a desire to retaliate against the teacher for his negotiating and speech on behalf of the teachers. It ordered the school board to reinstate the teacher with back pay.

A Missouri teacher was nonrenewed after he reported at a meeting of his local association on the school district's capacity to raise teacher's salaries. He won reinstatement and nearly $38,000 for loss of back pay. The U.S. Court of Appeals for the Eighth Circuit concluded ". . . that [his] report was protected within constitutional standards . . . and [he] was dismissed for constitutionally impermissible reasons."

In Indiana, the president of a local association, a member of its negotiating team, was nonrenewed after he told an association meeting that the school administration was trying to buy teachers off with little items at the expense of big ones. A federal court held that this statement was not so critical of the administration that it could be expected to have a serious disruptive effect on the operation of the school. To fail to renew his contract solely on the basis of his statement was "unjustified and constitutionally impermissible," the court said, ordering the contract renewed. Although the court conceded that ill will existed between the teacher and school officials, it noted that this might in large part be the result of an oversensitivity to criticism on the part of the administration.

**State Statutory Remedies**

Not only the U.S. Constitution, but public employee statutes in some states provide relief against public employers' acts of interference. These statutes typically permit a teacher or association to file a complaint of an unfair or improper employment practice with the appropriate state regulatory agency or court. Unfair employment practices include, depending on the statute, such practices as—

Domination of the formation or administration of an employee association for the purpose of depriving employees of their right to control their own organization

Discrimination against any employee for the purpose of encouraging or discouraging membership or participation in the activities of the employee organization

Refusal to bargain with the authorized bargaining representative

Violation of terms of the bargaining agreement.

In a college faculty nonrenewal case, for example, the Nebraska Supreme Court affirmed the judgment of a lower state court that a state technical college had violated state constitutional and statutory provisions regarding the right to join, form, and participate in employee organizations. The Board of Governors had failed to renew the teaching contracts of five association members who were also officers or organizers of the association. The court noted clear antipathy to the organization on the part of the Board of Governors and college administration. It was thus convinced that the failure to rehire was motivated by an unlawful intent to discourage and retaliate against organizational membership and activity. The firings so greatly reduced the association's membership that it could no longer make a credible claim to be the bargaining agent for the faculty.

School employer acts of interference are serious because they can weaken the association to the point that it cannot fulfill its normal objectives or they can result in the board's taking over the association's machinery so as to achieve its ends rather than the members' or they can completely obliterate the association.

The association can get protection through state and federal court action, binding arbitration, regulatory agencies, and political action. An individual teacher or association seeking a remedy should consult the state association counsel or the teacher rights director.

**—Betty E. Sinowitz,** *NEA Teacher Rights.*


DISCOVER

"Quiet Money"

**Borrowing locally is fine . . . until you want complete privacy! Then, borrowing by mail is better.**

Write today and see how conveniently and confidentially you can obtain extra cash from the privacy of your office. We serve professional men and women throughout the U.S.A.

**GREAT SOUTHERN MORTGAGE & LOAN**
**Great Southern Building**
**Oakdale, La. 71463**

**Name** .....

**Address** .....

**City** .....

TO

**HOWARD SUMMER SESSION TOURS**

**UPPER DIVISION UNIVERSITY CREDITS OPTIONAL. TEACHERS MAY QUALIFY FOR TAX DEDUCTIONS**

*Innovative travel adventures at dramatically low prices. Do not join any other tour without first comparing it with ours.*

*All prices below include accommodations and roundtrip airfares, plus extensive sightseeing and most meals in certain tours.*

**HAWAII—5 Major Islands—16 days, $689**
Waikiki, Hilo, Kona, Molokai, Maui, and Kauai.

**ORIENT—17-24 days, $1539-$1999**
Tokyo, Nikko, Kyoto, Nara, Seoul, Taipei, Manila, Hong Kong, plus Bali, Singapore, Penang and Bangkok on longer itinerary.

**SOUTH AMERICA GRAND—22 days—$1639**
Bogota, Quito, Lima, Cuzco, Machu Picchu, Santiago, Vina del Mar, Buenos Aires, Iguassu Falls, Rio de Janeiro, Brasilia, and Manaus.

**GALAPAGOS ISLANDS CRUISE, plus**
*A rare adventure packed with everlasting memory values.*
Bogota and Quito—11 days, $1136
Lima, Cuzco, Machu Picchu, Quito—11 days, $1389
Opt. Cnt. Am. Ext.—11 days, $379 land

**LONDON—23 days, $759**
Roundtrip airfare, two daily meals, and accommodations in the very center area of London. Optional Scotland Extension is available.

**PARIS—23 days, $859**
Roundtrip airfare, two daily meals, and accommodations within the exciting city of Paris.

**CENTRAL EUROPE—22 days, $1149**
Five days in Amsterdam, a Rhine Cruise, overnights at Coblenz and Heidelberg, a lengthy stay in Munich, and more than a week in enchanting Vienna.

Apply: HOWARD TOURS, INC.
526 GRAND AVENUE, OAKLAND, CALIFORNIA 94610
Telephone: (415) 834-2260

A new book published by National Education Association and American Medical Association.

**Health Education** emphasizes the behavioral and valuing aspects of health in education and the community. It is a philosophical-based rather than a how-to-do-it type of publication. It presents current health problems and issues through its illustrations; it considers the various curriculum aspects of health instruction without exploring all the nitty-gritty details. **Health Education** is a resource book for teachers, prospective teachers, physicians, school nurses, public health education personnel and others in the allied and school health fields. It focuses on future decisions rather than discussing the traditional and status quo situations.

**Health Education** suggests a refreshing, humanistic direction for education—We think you'll like it. We **Know** it's a book unlike any other you have ever read on this subject!

**Health Education** is by Robert D. Russell, Professor of Health Education, Southern Illinois University. Dr. Charles H. McMullen served as medical consultant.

Mail to: **NEA ORDER DEPARTMENT**
**Academic Bldg., Saw Mill Road, West Haven, CT 06516**

_____ **Health Education** $8.00
1354-9-OF

Name _____

School (if to be shipped to school address) _____

Address _____

City, State, ZIP (please) _____

☐ Payment enclosed

## COPING WITH DISRUPTIVE BEHAVIOR

Although individual students may try to fulfill certain needs through their classroom roles in general their behavior is complimentary to that of their peers. Research indicates that disruptive behavior tends to develop in the classroom when individual roles conflict with each other. The conflicts occur more in student-student relationships than in teacher-student relationships, because the roles of students are more subject to change than are the relatively fixed roles of teachers in relation to students.

This all new *What Research Says to the Teacher* report is an important addition to the series. In *Coping with Disruptive Behavior* author Jean E. Davis reviews recent findings of research on various methods teachers may use to modify, redirect, or otherwise influence disruptive behavior in order to maintain a classroom climate in which learning can take place.

**Mail 75¢ (stock #1031-0-OF) to:**

**NEA Order Dept.**
**The Academic Bldg.**
**Saw Mill Rd. West Haven, CT 06516**

# If you CARE about children—
# If you CARE for children—
# If you train child CARE workers—

*see*

## CDA: An Early Childhood Resource

*A new film produced for Child Development Associate Consortium*

Film Available From:
CAMPUS FILM DISTRIBUTORS CORP.
*Rental Fee: $25 per showdate, $50 per week; Purchase Price: $150*

For information about becoming a "CDA"—write to:
Child Development Associate Consortium
Department "T", Suite 500, 805 Fifteenth Street, N.W.
Washington, D.C. 20005

Campus Film Distributors Corp., 2 Overhill Road, Scarsdale, New York 10583 (914) 472-9590

*We would like to (1) purchase* _____, *or (2) schedule a rental print* _____ *of the film:*
"CDA: An Early Childhood Resource"; *(Date)* _____ *(Alt. Date)* _____

Name _____ Facility _____
Address _____
City _____ State _____ Zip Code _____
Signature _____ Title _____ Date _____

CIRCLE QUICK-ACTION CARD NO. 3

THE LEARNING SUMMER INSTITUTES—FIVE DAY, 3-GRADUATE-CREDIT PROGRAMS

# Find Out This Summer Why Teachers All Over The World Call This The Most Rewarding Professional Experience Of Their Lives

The experience is remarkable but the facts are simple. You can earn three graduate credits this summer in five days. You can rub shoulders with some of the nation's most outstanding educators. You can start with the good, solid foundation you have as a teacher and build incredibly useful strategies and projects to help your students learn as never before.

All that in five days? Yes, but hardly ordinary days. This year's course, "Creative Teaching: The Seven R's," continues the innovative, intensive tradition of past LEARNING Institutes that have drawn teachers from all 50 states and from 12 foreign countries. You will spend five full days—and evenings—probing, testing, mastering, pondering and absorbing hundreds of practical ideas, activities and resources. You, your colleagues and the faculty will break bread together, talk, think and work together in an atmosphere of total commitment, professionalism and fun.

## DOZENS OF WORKSHOPS

The program is astoundingly rich because it actually consists of a score of hands-on, mind-opening mini-courses. You'll explore dynamic, classroom-tested approaches to the "Seven R's." Seven? Yes. *Reading, Writing,* and *Arithmetic* are not the only basic concerns in the reality of your classrooms. The course also deals with those other essential skills—*Reasoning, Relationships, Responsibility* and *Research.*

Your guides will be six outstanding teachers, selected by the staffs of LEARNING Magazine and the LEARNING Institute after three years of searching. These teachers bring a wealth of practical ideas and a diversity of visions. And, while individually each teacher is strong in his or her own field, it's how they work together—integrating the curriculum and the projects—that sparks enthusiasm and unexpected insights and strategies.

## OUTSTANDING GUEST LECTURERS

Adding spice to the workshop program is one of the most intriguing lecture series found anywhere. Distinguished men and women—in fields that range from teaching to politics to show business—share their personal experiences, questions and ideas about excellence in education. Expect laughter. Expect inspiration. Expect anger. Expect anything. This year's roster, while varying at each location, includes: Dorothy Heathcote, one of England's best-known educators; Robert Coles, child psychiatrist, Pulitzer Prize winner; George Plimpton, author, *Paris Review* editor; Charlotte Brooks, Immediate Past President, NCTE; Mary Budd Rowe, award-winning educational researcher; Elinor Ford, former Superintendent of Schools, N.Y.C. Archdiocese; Studs Terkel, broadcaster, documentarian, author; Betty Friedan, author of *The Feminine Mystique.*

Altogether, it's special people working together in a special way. You won't be preached to. You won't be talked down to. You'll be there to share what you know, to challenge, to question and to invent, in the spirit of give-and-take that breathes life into every school—including this one.

For you, it could be five days that will last your entire career. Don't miss the opportunity. Use the coupon to send for full details on the program in the location of your choice. But do it today; these courses fill up very quickly.

## Here's what your colleagues have said about the Learning Institute*

**"I knew it would be good but it was far greater than I had dared expect. After all, I am a teacher and have attended many workshops. I expected this would be "a cut above" the workshops I've attended —but I was in no way prepared for a veritable 'gold mine'!!!"**

*"I can't help but be a more effective teacher from everything gained in each and every session, during one incredibly short week."*

**"It was a week I shall never forget."**

*"If school had reopened the day following the seminar, it would have been none too soon. Now that's inspiration!"*

**"By far the most stimulating professional experience of my life."**

*All Institute evaluations were anonymous. Copies are on file in the LEARNING Magazine office.

LEARNING INSTITUTE
530 University Avenue
Palo Alto, CA 94301

I'm interested in the program details for "Creative Teaching: The Seven R's." Please send me full information about the LEARNING Institute at the location I have checked below.

☐ SAN FRANCISCO, CA ☐ EVANSTON, IL

☐ MONMOUTH, NJ ☐ LONG ISLAND, NY

☐ CLEVELAND (BEREA), OH

Name _____

Address _____

City _____

State _____ Zip _____
ST

LEARNING INSTITUTE®

## Five Regional Locations

**Come across town or across the nation to one of these five great areas.**

SAN FRANCISCO, CALIFORNIA
University of San Francisco
*June 25–30, 1978*

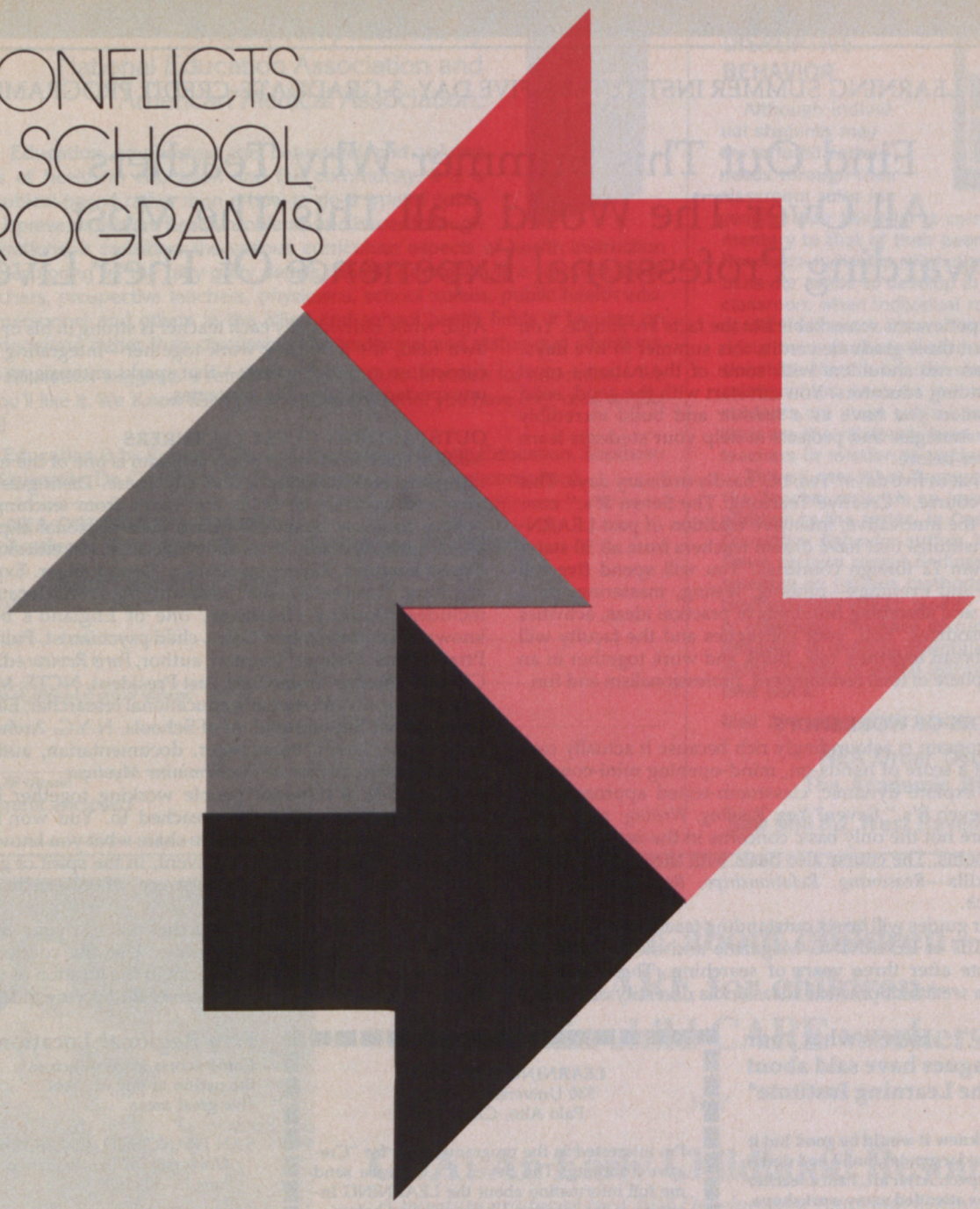
LONG ISLAND, NEW YORK
University to be announced
(Co-sponsored by SCOPE)
*July 9–14, 1978*

MONMOUTH, NEW JERSEY
Monmouth College
(Co-sponsored by EIC-Central)
*July 16–21, 1978*

CLEVELAND (BEREA), OHIO
Baldwin-Wallace College
*July 30–August 1, 1978*

EVANSTON, ILLINOIS
National College of Education
*August 6–11, 1978*

# CONFLICTS IN SCHOOL PROGRAMS



It is no longer possible to speak meaningfully of *a* public school serving *a* public good. There are as many publics as there are constituencies vocal enough to make their expectations—often conflicting—known to local, state, and federal educational agencies. Demands for programs of instruction to implement these expectations may also often be conflicting. Demand for specific programs arises from the hypothesis that if pupils study program X, then desirable skills, items of knowledge, and attitudes will follow. Despite initial plausibility and bulky educational research, the hypothesis remains doubtful. Unfortunately, the school may nevertheless accept a direct causal connection between school inputs and life outcomes and thus be trapped into accountability for producing these life outcomes.

The time to examine assumptions about outcomes is before introducing

By **HARRY S. BROUDY**
*Professor of Philosophy of Education, University of Illinois, Champaign-Urbana.*

an instructional program, not after. In the last decade, administrators and other educators should have undertaken such prior examination on a number of occasions. Instead, the educational establishment shifted the responsibility for making decisions about the curriculum to a consensus of its diverse constituencies or to legislative mandate.

Perhaps the establishment had no choice. In the absence of either a clear national ethos or professionally legitimated authority, the voice of the people perforce is the voice of the school. The law locates the authority for schooling in the people through their elected representatives, but another doctrine, forcefully espoused by the theoreticians of the left, holds that schools and their programs are instruments of class struggle. From the concepts of schooling as public responsibility and as a class weapon follows a third idea, namely, that each group—social, economic, ethnic—should use the schools to further the interests of that group. Eventually this line of reasoning arrives at the conclusion that by becoming vehicles for the interests of many groups, the schools will create a pluralistic society for the future—a most exalted life outcome.

All these doctrines rightly assume that schooling makes a difference in life. But this fact does not mean there is a one-to-one correspondence between a particular item of instruction and a life outcome. Unfortunately, the parties to political controversy about school programs and the public usually take this correspondence for granted, and educational evaluators are readily recruited to measure. When they fail to find the correspondence, they conclude that the teachers are either incapable of producing it or have deliberately hidden it.

Three factors contribute to what the school can and cannot do to implement the life goals of its clientele, as individuals, as groups, and as the society of the near future: the influence of success routes of a culture, the differences between the various uses of schooling, and the differences in types of teaching. Misunderstanding or ignoring these factors permits and encourages people to set up programs that not only fail to redeem their promises but often come into conflict with one another.

*Success Routes and Ideals.* Schools are established when informal learning is no longer sufficient to induct the young into the culture, when there is a body of knowledge and skill to be taught formally. As might be expected, the dominant class is more likely than any other to initiate schooling. The life outcomes expected for pupils are the success routes traveled by their parents in achieving or maintaining dominance. Sometimes such schooling has direct vocational relevance, e.g., rhetoric for Greek and Roman youths who wished to succeed in politics by their ability to sway juries and legislative bodies. But sometimes the formal studies have as their life outcome a type of mind shaped by knowledge. A degree in classics, for example, has not disqualified Britons for the posts of Prime Minister or Chancellor of the Exchequer. Even in our own history, a liberal education has been regarded as essential to success in the dominant class, because it produced a certain kind of mind and cultural background—not because it was a competency-based program for leadership.

**The educational establishment has shifted the responsibility for making decisions about the curriculum to a consensus of its diverse constituencies or to legislative mandate.**

As occupations diversify and to the degree that occupational success depends on specialized training, school programs split into general studies for the development of mind, character, and background, and specialized study for vocational success. In other words, the formula has been and still is literary, scientific, theoretical, professional education for the classes and manual training, apprenticeship, rote learning of the basics, and moral conditioning for the masses.

When the question of defining quality education comes up for public discussion and legislation, we ought to ask—What schools are the elites of our society selecting for their children? The educational selection of the elites—not what they say for public consumption—is the operational criterion of quality. The chief function of this schooling is to induct the young into the success routes of that class, into its ways of earning and spending money, into its virtues and vices, into its way of life.

In our country, equal educational opportunity has been interpreted to mean either (a) that the whole population is entitled to the kind of schooling the elite choose for their children or (b) that the bulk of the population has a right to get the kind of occupational training and socialization that will enable them to lead decent lives at the lower rungs of the achievement meritocracy and not be subjected to the elitist curriculums.

If we examine the programs that have been promulgated as reforms and innovations in the last 15 years, we can see that the quest for curricular excellence in the early 60's would have offered some of the values of elitist education to the total school population. On the other hand, the proponents of career education, bilingual education, basics, and many others argued that the poor and the minorities do not need intellectual and literary education and that to force them to undertake it was gross oppression by the middle class.

There is some doubt as to who prescribes this regimen for the poor and the minorities. Do the poor themselves demand it? Do their political leaders demand it? Or do the intellectuals who are ideologically hostile to the industrial, business, and political establishments of which they are well-paid members demand it? There is some truth in the observation that the wide range of poverty programs instigated by the government have profited the professionals who carry them out

more regularly than the people whom they were designed to help. The situation, it may be conjectured, is no different in education.

Consider, for example, three of the programs that have enjoyed federal patronage and have been either mandated or otherwise forced on the public schools by the educational establishment in the name of providing equal educational opportunity for the poor and disadvantaged.

• Career education. Earning a living is probably the central function in American life. School should train young people to earn a living and make them familiar with the world of work. Those who espouse career education, however, do not have in mind the training of professionals but rather the reduction of unemployment among the poor and the young.

Training doesn't create new jobs except for the trainers; it merely redistributes jobs. Occupational training will not solve our unemployment problem unless the economy picks up markedly and more jobs for the young, women, and unskilled open up. There are thousands of trained unemployed and underemployed construction workers, teachers, actors, and musicians. But it is only recently that the pundits have attacked the plausible but naive translation of reducing unemployment as a life outcome into a school program and policy.

This does not mean that occupational education is not needed. What it does mean is that its redemptive powers to improve the lot of the poor are overrated and that it may be a bad bargain to sacrifice all other kinds of study for it.

• Basics. The return to basics is another simplistic translation of a life outcome into a school program.

Once more, nobody quarrels with the value of competence in the three R's, but the headlong rush to translate this need into mandated programs ignores a number of considerations that should not be ignored. One is that no area of the curriculum has had more research or study than reading and yet reading problems persist. Another is that mechanical reading competence does not guarantee functional literacy. Even more important is the fact that reading presents special pedagogical problems of motivation as well as of method. It requires social reinforcement that is now missing from the homes of many children. Further, the "get tough" policy of withholding promotion until mastery in the three R's is demonstrated simply overlooks the undesirable educational and psychological consequences nonpromotion may have.

These considerations are signals that the public school curriculum is so entangled with all sorts of outcomes and expectations that simply mandating a program in basics is an unconscionably naive interpretation of equal educational opportunity.

• Moral education. Another recent bandwagon that is so plausible that we ought to suspect it is moral education (also referred to as character education, responsibility education, or even citizenship education). Social difficulties in inner-city schools (violence, vandalism, drugs) revived demands that the schools do something about morality. The situation is muddled, however, by the circumstance that the morals that the elites—especially the intellectual ones—fancy do not coincide with those dear to the hearts of the middle- and lower-middle classes.

Kits and texts are being manufactured; programs, in-service workshops, consultations, and conferences are being conducted. The statistics on crime and drugs had better show marked improvement, or the schools will have another disaster to explain.

The naiveté of the public and the schools is remarkable. First of all, the real clamor for moral education comes from those who want nothing of the sort. Parents want indoctrination and behavior modification of the young so that they can sleep nights without worrying about their children succumbing to the lure of drugs, illicit sex, and bad companions. The last thing they want is the questioning and argumentation that challenge those mores or seek reasons for moral judgments.

In any event, what different groups want moral education to do is irrelevant to what it actually can do. Moral conditioning is the work of the whole community, and the school can only reinforce it. If the community is morally corrupt, the school can do nothing about its evil habits and lusts; if the community is morally sound, there is no need of any special press for moral education.

The whole curriculum if it does not evade the cultural heritage altogether is a course in moral education. At the moment, the culture does not put a high premium on moderation, postponement of gratification, obligation to others, or moral principles. The school can do little to change a culture that glorifies greed, the right to do one's own thing, the relativity of all moral standards, the absolute priority of self.

In these three programs, as well as those in early childhood education, integrating the handicapped, and bilingual education, the intent is beyond reproach—to equalize educational opportunity by aiming special programs at specific disabilities. If they went wrong, it was, first, in believing that a school program can take the place of a reversal of the societal pressures that produce the disabilities, and second, in believing that equalization means providing some children with education that is not the education suitable for all children.

*The Differences Among the Various Uses of Schooling.* Another source of conflict in programs is the simplistic notion of how a school input is used in adult life. It is that the input—a fact, a skill, an attitude—will appear at any future time upon cue pretty much as put in. A more ambitious view is that the input is not only recalled but also applied in later life to solve problems. Thus one who has learned to read can be guided by printed directions to fill out an income tax form, apply for a job, receive information from the press, and vote intelligently. Standardized tests measure recall and recognition; employers and others usually assess application when they find that young people can't compute, write, or read letters.

Unfortunately, we recall very little of school inputs unless repetition is fairly frequent, and we rarely apply our schooling outside of our fields of specialization; mostly we use our schooling associatively and interpretively, and these uses are difficult to measure directly. We know very little about the transformations of school inputs in the course of a lifetime. Until we do, it will be difficult to demonstrate the irrelevance of the demand

Quality Educational Comes!

**We can have a constructive pluralism if there is enough unity of theme to give the variations some kind of relevance.**

for accountability on the basis of recall or application. We know, nevertheless, that programs do not translate directly into their uses in life.

*The Differences in Types of Teaching.* Conflicts in programs may have their roots in a confusion of various styles of teaching. For example, the basics, narrowly construed, demand highly structured didactics. The pupil is asked to attend to a prespecified task; the task is presented, illustrated, explained; the pupil is persuaded to make a trial response; the trial response is corrected and repeated until a certain reliability is achieved. It is then drilled for long-term retention. Traditionally this has been the style of teaching associated with rote learning.

Most classroom instruction at all levels is didactic; good didacticians are not uncommon but great ones are. For sheer didactic effectiveness, a program of computer-aided instruction can outperform the ordinary classroom teacher. It can pace instruction, give automatic feedback of results, individualize tasks, and pay equal attention to every pupil. Most of the predicaments of teachers and their legitimate demands for reduction in class size come from the difficulties of didactics. Didactics represents the mechanical, systematic, objective aspects of instruction—living teachers and pupils find difficulty in behaving like machines.

Moral reasoning, critical thinking, learning by discovery, on the contrary, are not mechanical, the goals are not prespecifiable, and there is no product, only exemplification of a process. The qualifications for what may be called heuristic teaching are quite different than for didactics; so are the criteria.

What I call "philetic teaching," or teaching for and by means of satisfying relationships between teacher and pupil, requires still other qualifications and other conditions—more suitable to counseling than to didactics or heuristics.

It is fashionable to praise heuristic and philetic styles of teaching, but they are rarely practiced—first, because the necessary didactics leave little time for them, and second, because no matter how much the nondidactics are lauded, the tests of achievement are almost always suitable only for the subjects of didactic teaching.

The quest for excellence of the early 60's put a premium on good didactics and heuristics. The push for programs for the disadvantaged demanded competence in philetics. Almost every program, however, presupposes that the teacher will do superior didactics, heuristics, and philetics. Palaver about teaching and teacher education routinely holds up the model of a triple threat teacher who is a flawless didactic machine, a clever Socrates, and a compassionate expert in group dynamics. Since the correlation among these types of competence is very low, teacher education programs are either perpetrating a fraud or exhibiting a profound ignorance. The probity of educators leads one to eliminate fraud.

Given the three factors which interfere with any correlation between school programs and life outcomes, can we turn the conflicts they create into constructive solutions? If the question is whether we can accommodate ourselves to conflicting programs, the answer is yes, after a fashion. But insofar as the conflicts are caused by internal incoherence of the goals and misconstructions of the reality of schooling, they ought not to be accommodated by compromise or superficial consensus.

There are some outcomes that the schools might produce with more money or more time or reduced class size. These probably do not include the elimination of crime and poverty. The conflicts caused by the gap between programs and outcomes can be constructive if they are used to confront all parties concerned—teachers, taxpayers, administrators, and legislators—with the cost of mindless ad hoc meddling with the school curriculum.

We can learn in this confrontation some of the conditions for a pluralism that is constructive, not competitive. (One is that each culture possesses a quality that makes it valuable for all human beings, not merely a token of ethnic pride.)

We can learn in this confrontation that if the common school cannot find a unifying mission, the grab bag of ad hoc programs for this and that social evil will end up as items in the long list of abandoned innovations.

We can learn in this confrontation that to have their effect on life, programs must exemplify and transmit structures of thought and feeling that will organize, interpret, and make intelligible wide ranges of experience.

We can learn perhaps that the American schools are not bankrupt, that there are some things they can do well, a few things they can do superbly, and some they can't do at all.

We can have a constructive pluralism if there is enough unity of theme to give the variations some kind of relevance to each other and to the whole of life. We can have a high level of general education for all our people if we concentrate on it rather than diffuse our energies into countless options. We can have highly diversified occupational training for all our people if we are willing to pay for it and not bootleg it as a substitute for general studies. We can carry on an efficient and rewarding program of instruction if we do not have to pay for a host of noninstructional functions out of the instructional budget.

Perhaps the schools can still produce the enlightenment without which a free democratic society cannot survive. □

---

Dr. Broudy spoke at greater length on this topic at the NEA National Conference on Accountability.

**Reactions**

When a group of adults are discussing a social problem or a community project, frequently one will say, "The

schools should be doing something about this!" Usually someone will add, "Yes, and they should start in the elementary grades." Then most heads will nod in agreement.

When the evils of pollution were brought to our attention, a state education agency insisted that the teachers in our district spend two in-service days learning how to teach pupils about the looming disaster. When asked why elementary teachers should devote so much time to a situation that was created and that would have to be solved primarily by adults, the speaker answered, "Oh, children have so much influence on their parents, they can get them to buy the right kind of detergent." (He had just told us that some of the most popular laundry detergents were among the biggest polluters of our waters. It did not seem to occur to him that a quicker solution would be to eliminate the products from the market.)

Other groups look to our schools to promote goals they feel important. Each year, a service club in our city requests an hour of every sixth grader's time to tell about the importance of the founding fathers and the Constitution. Last year, the organization asked teachers to have students write essays on a patriotic topic and then to choose the best three to be entered in a city-wide contest.

Since our community is the site of the state's major institution of higher education, our schools are expected to furnish a laboratory for its students and faculty. Many of these experiences are mutually beneficial, but all too often we are simply needed to furnish "subjects" for a research project or a dissertation. One doctoral candidate became so frustrated by the time limitations imposed by a teacher to protect her pupils that he stormed at her, "You're just making my research harder." She quietly reminded him that her first responsibility was to her pupils, not to his research.

These examples are but a few of the ways our schools are being used to "do something about this!" Teachers are pleased that the public has confidence in our abilities, but we realize we are becoming overextended. This has made us vulnerable to criticism on two counts: first that we are not doing all we are asked to do and second that we are not doing well what we are doing.

These criticisms were brought into sharp focus in the 1977 Arkansas state legislative session by the introduction of a bill called the Educational Accountability Act. The stated intent of the bill was "to establish a means of assessing student accomplishments and to provide information for education decision makers at the state, district, and school levels, so that education resources may be appropriately allocated." The proposed bill went on to say, "The first priority of the public schools . . . shall be to assure that all citizens, to the extent of their abilities, shall achieve mastery of the basic skills. The term 'basic skills' means reading, writing, and arithmetic."

Our teachers, along with other members of the united teaching profession, were able to convince our legislators that although we wholeheartedly believe in the mastery of basic skills, this bill did not speak to our needs. We were able to support a substitute bill that was enacted which requires the state board of education to establish, after public hearings, educational goals for the state by April 1, 1978. We see this as an opportunity for all of us to consider whether the basic skills of today are the same as those for the era before books were in competition with TV, before the telephone supplanted a good deal of written personal long-distance communication, and before the pocket calculator overshadowed the teaching of basic arithmetic facts.

**—Henrietta Holcomb,** *assistant superintendent for elementary education, Fayetteville (Arkansas) Public Schools.*

Can we in the teaching profession use the conflict in expectations detailed by Professor Broudy in a constructive way? How can we get the authority to accept or reject programs which we may or may not be able to deliver on? The balance of power over education must always be somewhat precarious in our kind of society. In one sense, schools must be similar to the courts. We must be responsive to the society, yet more independent of political and societal control than other institutions.

If we are partially removed from direct political and societal control, what is the role of the teaching profession? I don't believe it is any more proper for us as teachers—either individually or collectively—to be the sole determiners of educational direction than it is for us to accept docilely (or even enthusiastically when dollars are attached) all the demands placed on us by political and societal forces.

I foresee our role being forged out of a broadened definition of professionalism. Such a definition does not necessarily include control of all aspects of our profession.

I'd like to emphasize that a professional makes decisions based on a body of theoretical and abstract knowledge. Possibly one of the mistakes we have made which has put us in the dilemma suggested by Professor Broudy is that we have responded to the wrong kind of theoretical knowledge.

We have been victims of faddism—along with much of the rest of our society. Perhaps we have been more responsive to the Gallup or Harris polls than we have to substantive research studies. Perhaps we have been more responsive to the U.S. Office of Education or categorical funding than we have been to our educational philosophers. Perhaps we have been too responsive to test results, which, whether standardized or competency-based, norm- or criterion-referenced, are really not so valid as we often are led to believe. Perhaps we are reluctant to admit that in many cases we are operating on faith, faith that the application of certain kinds of schooling produces certain kinds of people.

Without reducing our concern for all aspects of a child's development, we must be careful not to accept all of the responsibility for it. If we have become surrogate parents, perhaps it is because we have been too willing to do so and because plenty of parents are willing to be relieved of their own share of parenting responsibility.

Possibly we have been the "nice guys"—both individually and collectively—and as a result of this failing, more and more has been dumped on us. The most professional thing we can do is to find out what we have been able to do, what we can do, and then do no more.

**—John L. Evans,** *Chair, Language Arts Department, West Junior High School, Hopkins, Minnesota.*

# Quality Educational Comics!

**THEY HELP MOTIVATE STUDENTS TO LEARN TO READ!**

These are low cost educational aids that bring back their investment hundreds of times over by helping to motivate the individual student and slow learner. You can choose the mixture of comics you want at the following prices or order in pre-packaged sets:

**5-25 comics . . . 1.25 each  26-100 comics . . . 1.10 each  101 up . . . . . 99c each**

*These prices include packaging and handling costs. Minimum order required is 5 comics. These are back issue comics no longer available from the publishers. Because some of the comics we sell are collectors items with limited supply, we reserve the right to substitute comics when we are sold out of specific titles.*

**TO ORDER:**
Fill in the number of comics you want by each title or set below and complete the order form on the bottom.

## CLASSIC COMICS

- C1506 The 3 Little Pigs
- C1535 The Wizard Of Oz
- CC1 Dr. Jekyl & Mr. Hyde
- CC2 The Time Machine
- CC3 The Hunchback of Notre Dame
- CC4 20,000 Leagues Under The Sea
- CC5 Black Beauty
- CC7/50 Adventures of Tom Sawyer
- CC8 Moby Dick
- CC9 Dracula
- CC11 The Mysterious Island
- CC12 The Three Musketeers
- CC13 Last of the Mohicans
- CC14/124 War of the Worlds
- CC15 Treasure Island
- CC16/2 Ivanhoe
- CC17 Count of Monte Cristo
- CC18 The Odyssey
- CC19/10 Robinson Crusoe
- CC20/26 Frankenstein
- CC21 Master of the World
- CC22 Food of the Gods
- CC23 The Moonstones
- C24 A Connecticut Yankee
- CC24 She
- CC25 Invisible Man
- CC26 The Illiad
- CC27/C46 Kidnapped
- CC28 The Pit & The Pendulum
- CC29 Prisoners of Zenda
- CC30 Arabian Nights
- CC31 First Men on the Moon
- CC32 White Fang
- CC33 Prince & the Pauper
- CC34 Robin Hood (available 4/11/78)
- CC35 Alice in Wonderland (available 7/11/78)
- CC36 Christmas Carol (available 10/17/78)
- C41 Twenty Years After
- C48 David Copperfield
- C137 The Little Savage

## BLACK HISTORY COMICS (Golden Legacy)

- GL1 The Saga of Toussaint L'Ouverture And the Birth of Haiti
- GL2 The Saga of Harriet Tubman "The Moses of Her People"
- GL3 Crispus Attucks & the Minutemen
- GL4 The Life of Benjamin Banneker
- GL5 The Life of Matthew Henson
- GL6 Alexandre Dumas and Family
- GL7 Frederick Douglass – Part I
- GL8 Frederick Douglass – Part II
- GL9 The Life of Robert Smalls
- GL10 Joseph Cinque & the Amistad Mutiny
- GL12 Black Cowboys
- GL13 The Life of Martin Luther King, Jr.
- GL15 Ancient African Kingdoms

## SPECIAL PACKAGE OFFERS (all titles of our choice)

- PK3A 13 Black History Comics . . . . . $9.75
- PK3B 26 Black History Comics . . . . . $17.50
- PK3C 65 Black History Comics . . . . . $39.00
- PK4 6 Walt Disney Comics . . . . . $3.10
- PK5 25 Walt Disney Comics . . . . . $12.75
- PK6 10 each of 6 titles of Disney Comics . . . . . $30.60
- PK7 25 Bugs Bunny Series . . . . . $12.75
- PK9 25 Adventure Series Comics . . . . . $12.75
- PK14 100 Comics Mixed . . . . . $47.50
- PK15 300 Comics Mixed Titles w/duplicates . . . . . $125.00
- PK16 1,000 Comics Mixed Titles w/duplicates . . . . . $350.00
- PK17 The Logs of the Starship Enterprise Volumes 1-8 reprints of Star Trek Comics . . . . . $2.95
- PK18 Star Stream Adventures in Science Fiction 4 Giant Comics . . . . . $4.50
- PK19 Star Trek – The Enterprise Logs (sequel of PK17) (with reprints of issues 9-17 of Star Trek) . . . . . $2.95
- PK19A Star Trek – The Enterprise Logs (sequel to PK19) (with reprints of issues 18-26 of Star Trek) . . . . . $2.95
- PK19B Star Trek – The Enterprise Logs (sequel to PK19A) (with reprints of issues 27-35 of Star Trek) . . . . . $2.95
- PK19X All 4 Star Trek Reprints (17, 19, 19A, 19B) . . . . . $10.25
- PK20 True Ghost Stories – A giant collection from the files of Ripley's Believe It or Not . . . . . $2.95
- PK21 6 Star Wars Comics – All Different . . . . . $3.50

## SPECIAL LIBRARY OFFER

$660.45 value, including
a five foot 40 tray spinner rack,
400 Classic and Black History Comics
and 450 assorted other comics . . . . . $495.00

**MAIL TO**

**Quality Educational Comics Division,**
**Synergetic Marketing Corp.** TE 3-78
**Box 3434 • Seminole, Florida 33542**
*Corporate Office: 10629 Bay Pines Blvd., St. Pete, FL 33708*

*Please send us _____ quality educational comics at a cost of $_____ and quality comic subscriptions at a cost of $ _____*

**Name:** _____

**Street Address:** _____

**City:** _____ **State:** _____ **Zip:** _____

**School Purchase Orders Accepted**

*Florida residents – Please include 4% sales tax.*
*Please allow up to 12 weeks for delivery although most will come sooner.*
*Orders under $10 are subject to $2 service charge.*

☐ *CHECK ENCLOSED*
☐ *CHARGE MY CREDIT CARD:*

**BANKAMERICARD**

CARD NUMBER _____ EXPIRE DATE _____

**MASTER CHARGE**

CARD NUMBER _____ EXPIRE DATE _____ INTERBANK NO. _____

CIRCLE QUICK-ACTION CARD NO. 35

# Is the Hickory Stick Out of Tune?

Last April, the United States Supreme Court, in the case of *Ingraham* v. *Wright*, decided in a five-to-four decision that schoolchildren are not entitled to constitutional protection from cruel and unusual forms of corporal punishment. The meaning of the decision requires extended discussion. Immediately, a groundswell of renewed debate arose concerning the need for and effectiveness of corporal punishment as a method of school discipline.

At the same time, many educators are concerned about the results of recent Gallup polls which indicate that school discipline is the number-one educational concern of citizens. In a developing struggle which relates to many concerns besides discipline, two camps of parents and educators are emerging.

On one side are parents and educators who have greeted the Supreme Court ruling as further reinforcement for the "back to basics" movement. They view the decision as a sign that the Court is stepping back from the kinds of constitutional positions it took in the *Goss* v. *Lopez* case, which entitled children to due process before suspension. They insist that courts should not meddle in the everyday affairs of local educators. This group tends to harbor an almost religious faith in the proverbial warning, "Spare the rod and spoil the child." They believe that love and physically painful punishment are compatible and effective adjuncts to the development of good moral character and the desire to learn.

At the other end of the educational-political continuum are parents and teachers who view the Supreme Court decision as a step backward in the establishment of children as citizens legally entitled to full constitutional protection. They cite the massive psychological and educational literature which demonstrates that punishment, especially physically painful punishment, only serves temporarily to suppress behaviors and that reward and internalized incentives are vastly superior in encouraging learning. They emphasize the research on modeling which demonstrates that children who are punished physically learn that force is an acceptable method of solving problems in the society in which they live.

Viewed with a dispassionate eye, evidence of this type suggests that corporal punishment should not be a last resort for punishing errant students. Rather, it should be eliminated universally as it already has been in the states of New Jersey (for over 100 years), Massachusetts, and Maine and in many school districts. The NEA Task Force on Corporal Punishment made similar recommendations in its report in 1972.

Surveys have consistently revealed that the vast majority of teachers—even those who would retain corporal punishment—want to develop a large repertoire of ways to maintain order and promote learning without the use of force. In fact, teachers consistently complain about the lack of appropriate preservice and in-service training in this area.

At the National Center for the Study of Corporal Punishment and Alternatives in the Schools, we have been studying classroom discipline methods to help teachers. Theory, research, and practice suggest three aspects of the classroom situation that bear on discipline problems and their solutions: (1) teacher-child personality interactions, especially those involving anger, guilt, and fear of "loss of face"; (2) techniques gleaned from the teacher's own experience and from other teachers; and (3) classroom systems, based on the teacher's theory, whether conscious or unconscious, about what promotes learning. Classrooms organized on the basis of specific theoretical orientations such as open education, reward systems, or democratic teaching result in distinct classroom climates.

All aspects of classroom management are mediated through the personality of the teacher. When dealing with aggressive kids, teachers can be their own worst enemies. Under the stress of

**By IRWIN A. HYMAN**
*Professor of School Psychology and Director of the National Center for the Study of Corporal Punishment and Alternatives in the Schools, Temple University, Philadelphia; Former Elementary School Teacher*

continuous classroom problems, they may feel anger, guilt, insecurity, and contempt—all these easily detected by students, although the teachers themselves often aren't even aware of these feelings.

One clear example occurred while I was a consulting school psychologist for a nursery program. Johnny was a hyperactive child who was at times aggressive. His teacher denied being angry about his behavior and said she felt sorry for him. We started a program of parent consultation, modified day, behavior modification, and individual therapeutic tutoring that combines counseling with one-to-one teaching. The teacher did not like using a system of rewards: despite her denials, she was very angry at the child.

For several days, Johnny kept threatening to bite the tutor. One day she foolishly dared him, and to her dismay, he instantly bit her thumb. After a moment of shock and anger, she realized she had done something wrong and asked the teacher what to do. Rather than try to find out the circumstances of the incident, the teacher told her to go back and bite Johnny, and the tutor followed this advice.

Without realizing it, the teacher had vented her anger through the tutor. It is true that Johnny didn't bite the tutor any more; it is also true, however, that he learned that the aggression he displayed toward the tutor and other children is a method sanctioned for use by adults.

Teachers who are insecure may resort to sarcasm, overreact to minor infractions, and engage in a constant battle with children. Teaching is such a personal, all-consuming task that teachers with discipline problems often find it helpful to obtain outside, objective consultation. School psychologists, counselors, other teachers, and often students can help a willing teacher understand what his or her feelings really are.

Ms. Bach is a slender, sensitive music teacher from a white, middle-class background. She loves music, and during her first two years of teaching in an elementary school, she did an excellent job. Then she was transferred to an inner-city junior high where most students were black children from poor homes. In the new school, she began to have discipline problems.

A discipline clinic conducted by the Center considered Ms. Bach's situation. When she role-played a typical discipline situation, the videotape immediately revealed several problems.

First, Ms. Bach was afraid of some of the children and afraid to admit this to her principal. She felt that as a good teacher she should be able to control, by physical force if necessary, classroom disruptions or fights between children. She was stronger than she looked and had taken some karate lessons; still, on several occasions, she was hit and pushed aside while trying to separate children.

After several months in the school, Ms. Bach became extremely angry with some of the students. Her thoughts of retaliation and revenge for what they were doing to her made her feel guilty. A knowledgeable, sensitive, and caring person, she understood the violence and deprivations in the lives of many of the children, so she felt she shouldn't blame them. But things got worse, and the angrier she became, the guiltier she felt. As a result, she was inconsistent in her techniques of classroom management and some of the kids knew that they had "gotten her goat."

The first thing we had to do was stop the guilt-anger cycle. The clinic leader, supported by participants, pointed out that nowhere in the teachers manual or negotiated contract does it say that teachers have to be bigger and stronger than their students or that they aren't allowed to be afraid. We told Ms. Bach to find a teacher or administrator near her class who was physically capable of breaking up fights. It was all right to let students know that authorities were nearby whom she would call on if things got too rough. This would not be losing face; besides, the students already knew her physical limitations. Her lack of physical strength did not mean she couldn't manage her class of adolescents.

For Ms. Bach, relieving her guilt, accepting her own anger, and realizing that her problem was not unique provided important relief. We went on from there.

Although a healthy personality is important in creating a positive learning atmosphere, good techniques also are needed. Our next step with Ms. Bach was to examine how she could change her teaching techniques to adapt them to junior high rather than elementary students.

It appeared that Ms. Bach needed only a relatively simple change in technique. The pupils in her classes needed to take part in planning their activities.

Ms. Bach had determined what music would interest inner-city black adolescents. She was trying to impose what turned out to be an irrelevant curriculum, and the children resisted. Role playing, especially by two black administrators who were participating in the clinic, showed Ms. Bach that her predetermined attitudes and curriculum could easily be construed as contemptuous of the kids' culture.

Mutual planning by the teacher and students does not mean turning the curriculum over to the kids. It is *mutual*, and a teacher may easily introduce the learning she knows is important by making it more palatable.

When Ms. Bach returned to school, she was less guilty and more able to face directly her anger with herself and with the few students who were constantly causing problems. She met with her classes and restructured the curriculum by combining her goals with their needs.

Although the techniques available to improve classroom management are numerous, their use and effectiveness are limited by the availability of resources, the quality of individual teacher-pupil interaction, and the personalities of some children. No matter what techniques are used, teachers, administrators, and school boards must recognize that a small percentage of behavior problems are caused by children with characterological problems. Many of these children come from families whose emotional rejection and neglect cause disruptive behavior in school, destructive to both themselves and others.

Some children need special classes until they are able to change their behavior. Others stay in regular classes but require constant supportive help in such forms as therapy or family coun-

seling. A headlong rush to integrate certain types of exceptional children into regular classrooms might lead to disaster if schools don't provide teachers with adequate support. Personnel such as school psychologists, social workers, special educators, and psychiatrists are needed to provide both direct service to children and ongoing teacher consultation and training.

Considering the proportion of children who are estimated to be emotionally disturbed or disruptive, the average middle-class school district should have at least one school psychologist and one social worker for each 1,500 children, in addition to adequate numbers of special education and other special staff. The ratio should be much higher in areas of poverty, where the incidence of disruptive behavior increases.

Adequate support services should be negotiated in every contract. Otherwise, a board of education may attempt to use the new federal mandate of the "least restrictive environment" to save money, eliminating special classes by integrating handicapped children into classrooms with unprepared and untrained regular teachers. Teachers need the help of school psychologists and other specialists as well as training in effective techniques if they are to teach children with special discipline problems in regular classrooms.

Another way to help improve classroom discipline is the consistent application of particular theoretical systems. This usually requires extensive training for the teacher, who must first learn the theory and then learn to apply it consistently.

Behavior modification is one such approach that has been shown to be especially helpful with some disruptive children. William Glasser's reality therapy, which he describes in *Schools Without Failure* and in *Today's Education* for November-December 1977, has become quite popular. Transactional analysis, rational emotive therapy, and humanistic psychology are other theoretical approaches that have been applied in the classroom.

No existing theory, however, offers the universal answer; most seem to offer a modest amount of success. Each makes particular assumptions about personality development, learning, and change. To apply it successfully, a teacher must understand it thoroughly.

My own approach applies to the classroom the findings of social psychology about the democratic and the authoritarian personality. John Dewey considered a democratic approach appropriate for our society because citizens in a democracy need internalized controls. Children should learn to behave in the correct way just because it is correct, rather than because they are afraid of the consequences of not being "good."

Scales available at our Center operationally define democratic and authoritarian classrooms. In studying the two types, I have found that authoritarian teachers tend to be less secure, more in need of rigid structure, more likely to feel moral guilt, and more fearful of loss of control. As a result, they tend to make more errors in classroom management and generate more anxiety and hostility among children. Democratic teachers tend to be more secure and flexible personally, more tolerant of change, and more liked by children; most important, their students gain internalized controls.

*Democratic* doesn't translate into *permissive*. Democratic classrooms, like democratic societies, provide structure and order—whose nature the constituents help determine.

In one study, teachers of each type were absent from their classrooms for 45 minutes. The authoritarian classrooms became scenes of utter chaos: students were yelling, bullying, hitting, scapegoating, threatening to "tell," and trying to find the teacher. In the democratic classes, children were slightly better behaved and more task-oriented than the children in the authoritarian classes.

The problem of discipline is multifaceted. The high rate of divorce, the current economic strains on intact families, the emotional stress of our pace of life, and the overwhelming poverty of many in both cities and rural areas all affect the relations between children, parents, and school authorities.

Returning to the hickory stick sounds like a simple solution for the resulting problems, but it won't work. Teachers need more training and more supportive help. Disruptive students need more direct service, as do their families. These should be major concerns in contract negotiations as we round out the decade of the stressful seventies. □

---

**The National Center for the Study of Corporal Punishment and Alternatives in the Schools has compiled an extensive list of positive techniques that are useful alternatives to either corporal punishment or suspension. Many are among the short-, medium-, and long-range solutions presented in the Report of the NEA Task Force on Corporal Punishment in 1972. Some of these techniques are appropriate for teachers; others, for administrators. They include the following:**

- **Withdrawing privileges**
- **Holding class discussions of appropriate behavior**
- **Establishing cooling-off places for students and teachers**
- **Using a sufficient variety of appropriate resource and curriculum materials**
- **Involving students in developing student discipline codes**
- **Setting up student-staff courts**
- **Teaching students to counsel one another**
- **Applying punishments consistently**
- **Using rewards to encourage learning**
- **Providing crisis teachers and/or centers**
- **Maintaining realistic student-teacher ratios (especially when some students are known to be disruptive)**
- **Employing adequate resource personnel such as school psychologists and social workers.**

---

The staff of the National Center for the Study of Corporal Punishment and Alternatives in the Schools has prepared literature on legal, educational, and scientific aspects of corporal punishment. A complete listing is available on request from the Center at 823 Ritter Hall, Temple University, Philadelphia 19122.

# The Arts in American Education

SPECIAL FEATURE ON THE ARTS

From 1974 to 1977, I worked with a 25-member Panel and its staff to produce a report on the arts and education in America. This report, entitled *Coming To Our Senses: The Significance of the Arts for American Education*, was published by McGraw-Hill in May of 1977 (© 1977 by the American Council for the Arts in Education: Special Project Panel) and is now in its third printing.

The Panel, consisting of 25 distinguished business leaders, scientists, artists, and government officials, sought answers to three broad questions: What has been the historical role of the arts in American education? What is that role today? What should it be? From the outset, the Panel focused its attention on public elementary and secondary schools and nonexceptional children within those structures.

The report begins with a chapter called "The Crisis and the Hope," which deplores the precariousness of the arts in public schools and advocates a wide shift of attitudes:

> This Panel supports the concept of "basic education," but maintains that the arts, properly taught, are basic to individual development since they more than any other subject awaken all the senses—the learning pores. We endorse a curriculum which puts "basics" first, because the arts are basic, right at the heart of the matter. And we suggest not that reading be replaced by art but that the concept of literacy be expanded beyond word skills.
>
> The arts provide unique ways of knowing about the world and should be central to learning for this reason alone. But it is also significant that arts education can influence two elements of human behavior which concern every teacher: discipline and motivation.
>
> Artists are often accused of being undisciplined, but quite the reverse is true. Art requires tremendous discipline—the dancer at the exercise barre, the pianist playing endless finger exercises, the meticulous editing of the filmmaker, the centering of the potter. Learning an art is learning to care passionately about tiny details as well as overall excellence.
>
> On the other hand, the arts can bring enormous pleasure, and all of us are motivated to do what brings us pleasure. Think of schoolchildren completing a mural on the playground wall, producing a musical in the gymnasium, or videotaping a parade: these are arts experiences which can energize an entire school population, and which can teach principles of design, geometry, speech, carpentry, political science, electricity, and more. A successful art experience motivates the child to look further and deeper. . . .
>
> When we speak of "arts education" do we mean something broader than looking at art or listening to music? Yes. We mean making art, knowing artists, and using art as a general tool of learning. To give an example, theater education can occur when a person writes a play; performs in one; rehearses for one; studies stage movement and voice production; plans costume, set, or lighting design; takes a social studies course in which historical events are acted out by the students; reads a play or attends a performance. We call this learning in,

By DAVID ROCKEFELLER, Jr.
*Chairman, The Arts, Education, and Americans, Inc., New York City.*

through, and about the arts.

This Report, then, seeks to demonstrate that direct creative and re-creative experience—learning *in* the arts—is of unique educational value. It asserts that learning *about* the arts is learning about the rich world of sensation, emotion, and personal expression surrounding us each day. It claims that learning *through* the arts has the potential to enhance one's general motivation to learn and to develop one's respect for a disciplined approach to learning.

There is clearly a need for fundamental change in education. And the opportunities lie within walking distance of the school. Suppose we said [that] "the city and its neighborhoods are curriculum; the school is laboratory: let us look at our environment first as work of art, then as work of history; work of science; work of nature, of physical labor, of government." For, in fact, it is all of these. . . .

This Report appears at a time of contradictory trends. On the one hand, the arts are flourishing as never before in America. For example, according to estimates by the National Endowment for the Arts, between 1965 and 1975, the number of professional orchestras doubled; resident professional theaters quadrupled; arts councils quintupled; and resident professional dance companies increased sevenfold.

On the other hand, arts education is struggling for its life. Music and art teachers are losing their jobs on a wholesale basis in some cities. Why? Because we have not made the connection between our desire for art and our need for art. Yet the resources are there, right next door. We have a profusion of superb artists, arts institutions, technology, and manifold cultural traditions: all the ingredients. The schools and their neighboring arts resources must be intertwined.

Panel witness John Edward Ryor, president of the National Education Association, makes this case for the arts as part of the whole fabric of education:

"Quality education in its most fundamental sense cannot be separated from the culture of a society. The quality of the culture is expressed in its arts and its humanities. Those who say they can be removed from the curriculum are calling for the rape of education, for a return to 'training' at the expense of 'learning.' "

In the fifties, with a nudge from Sputnik, America recognized the central importance of science education.

In the sixties, with a lateral pass from the Kennedy clan, the nation reaffirmed that physical education was essential.

Now, in the seventies, it is time to acknowledge the power and urgency of arts education.

The Panel quickly saw that describing American schools was no less complex than describing the American people. The decentralization of educational authority in America has produced a school orchard of "apples and oranges" with every conceivable hybrid in between. Nevertheless, at the elementary level, the Panel isolated five types of schools—categorized according to their posture on the arts:

*Category One*: The arts are regarded as unessential frills. This, we regretfully report, describes the present status of the arts in most American elementary schools, a position which is borne out by a survey of existing literature on the subject. . . .

*Category Two:* The arts are included as an enrichment to the main business of the school. . . .

*Category Three:* The arts are regarded as an important though minor part of the curriculum. . . .

*Category Four:* The arts are considered equal in importance to other subjects, as a guiding focus in the curriculum or in the context of interdisciplinary learning. . . .

*Category Five:* The arts are regarded as the core around which the curriculum is built and from which science and social studies are derived.

*Coming To Our Senses* uses the term *arts* to include drama, the visual arts, music, dance, media-related arts, and creative writing. Once again, describing by type, the report speaks about the status of each arts discipline at the elementary level.

## Drama

*Place in the curriculum*

Schools are displaying growing interest in drama, although it is rarely found as a separate subject.

*Present practices*

Drama in the elementary school is often taught by a classroom teacher with special interest in theater; and school plays are given in the auditorium or cafeteria to celebrate holidays or special occasions. It is sometimes used to amplify other subjects, for example, to dramatize topics in social studies. In some instances, role playing may be used for its therapeutic value. Theater classes for elementary school children are more likely to be found in community theaters than in schools.

## Visual Arts

*Place in the curriculum*

Visual arts are acknowledged and acceptable. They are seen by administrators, teachers, and curriculum planners as a desirable part of the child's school experiences. However, they may be removed in favor of more "basic" activities.

*Present practices*

An art program in the elementary school usually stresses process and appears in two forms. The first is an exploration of varied art materials with minimal teacher intervention; the second is a project approach in which students are shown step-by-step procedures to create an art product. Art is used as an instrument to help children represent social studies and science concepts and to symbolize their historical and cultural heritage—for example, drawing turkeys and Indians at Thanksgiving.

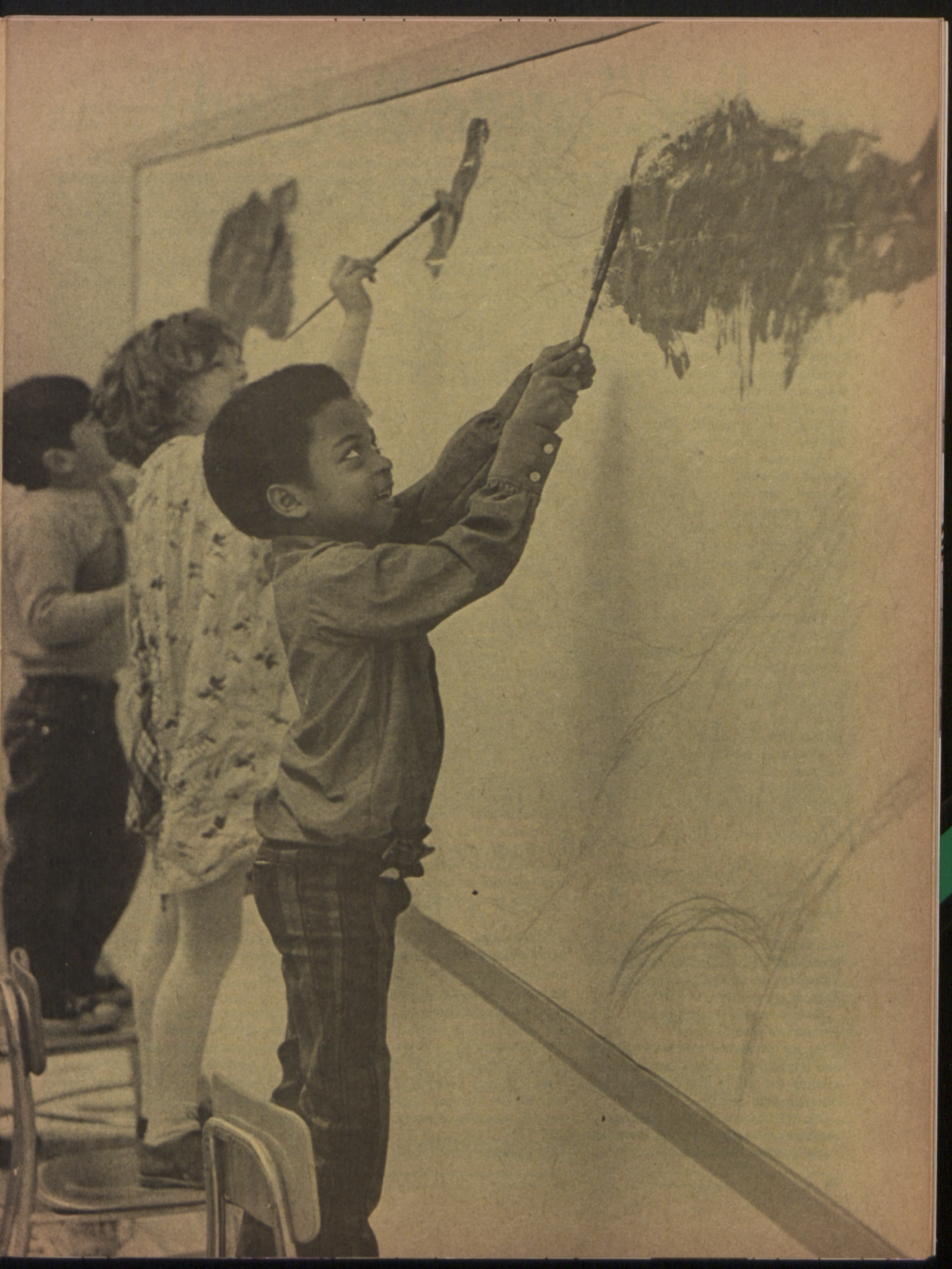
## Music

*Place in the curriculum*

Music is acknowledged and acceptable. It is seen by administrators, teachers, and curriculum planners as a desirable part of the child's school experience. However, it may be removed for more "basic" activities.

*Present practices*

A music program in the elementary school usually consists of singing, rhythmic exercises, listening, instrumental and school assembly per-



formances with supplementary performances by professionals inside and outside the school. In some cases, students are expected to recognize the concepts of melody, harmony, form, and rhythm.

## Dance

*Place in the curriculum*

Dance is not recognized as a separate subject but is beginning to establish itself and is gaining momentum. At present, dance is seen as part of the formal physical education program and is taught by the physical education teacher or classroom teacher (if either one is interested and/or knowledgeable). It constitutes only 10 percent of the physical education program, and working space (such as the cafeteria) is often unsuitable.

*Present practices*

An elementary school dance program usually consists of dancing games and folk and square dances. Activities such as gymnastics and calisthenics are often included as part of the dance program.

Fundamental movement, rhythm games and activities, and folk dance are common at the kindergarten through third grade level.

Rhythmic activities (for example, rope skipping) and folk and square dance are common at the fourth through sixth grade level.

Movement exercises with an emphasis on problem solving can be found in some schools.

## Media—Film, Video, and Photography

*Place in the curriculum*

Media programs are beginning to establish a foothold. However, they are present only in isolated spots, and even there are viewed as a minor subject.

*Present practices*

Where media programs exist, they are used in several ways:

As an art form—a way of learning and exploring in their own right, including the use of film animation and photographic narratives.

As an adjunct to the teaching of other subjects (for example, literature, social studies, and science).

As a way of overcoming basic learning problems, such as lack of motivation for reading.

Film animation and photography are popular activities, since many teachers are familiar with animation skills, and photographic equipment is readily available.

## Creative Writing

*Place in the curriculum*

Children's writing occupies a peculiar place in elementary school curriculums. Although it is a customary activity in most schools, little attention has been paid to actual content or its significance for the child's imaginative growth. A slightly higher proportion of schools give attention to creative writing now than 50 years ago. It is doubtful that 10 percent of all schools give time consistently to anything resembling creative writing.

*Present practices*

Emphasis is placed on factual writing (essays, descriptions) with almost no importance given to imaginative or poetic writing.

Children are asked to write imaginative material on an assigned topic, and the work is evaluated chiefly on the basis of handwriting, grammar, spelling, and sentence structure.

In the past 20 years, most textbooks have remained static, teaching correct usage, outlining skills, and the creation of topical sentences. These textbooks give little help to teachers who want to teach creative writing.

The essential purpose of writing is often obscured: children write to get a grade or to check off an assignment.

Few school newspapers are published at the elementary level; and children's writing is rarely made available to others in any form.

When the "orchard" had been surveyed, the Panel made 98 recommendations that form the final section of the report. Three principles introduce them:

1. The fundamental goals of American education can be realized only when the arts become central to the individual's learning experience, in or out of school and at every stage of life.

2. Educators at all levels must adopt the arts as a basic component of the curriculum deserving parity with all other elements.

3. School programs in the arts should draw heavily upon all available resources in the community: the artists, the materials, the media, and the total environment—both natural and man-made.

In a section of the recommendations entitled "Making Art," the Panel underscored the importance of hands-on experience in the arts for every child:

Making a work of art is a powerful act of learning which should be available to all people. Those who paint, write poetry, or play an instrument not only broaden their understanding of the arts but also develop a variety of social and intellectual skills.

Currently a student's opportunities for active engagement in the arts are concentrated in the lowest grades, where drawing and singing, dancing and storytelling often do enrich the learning process.

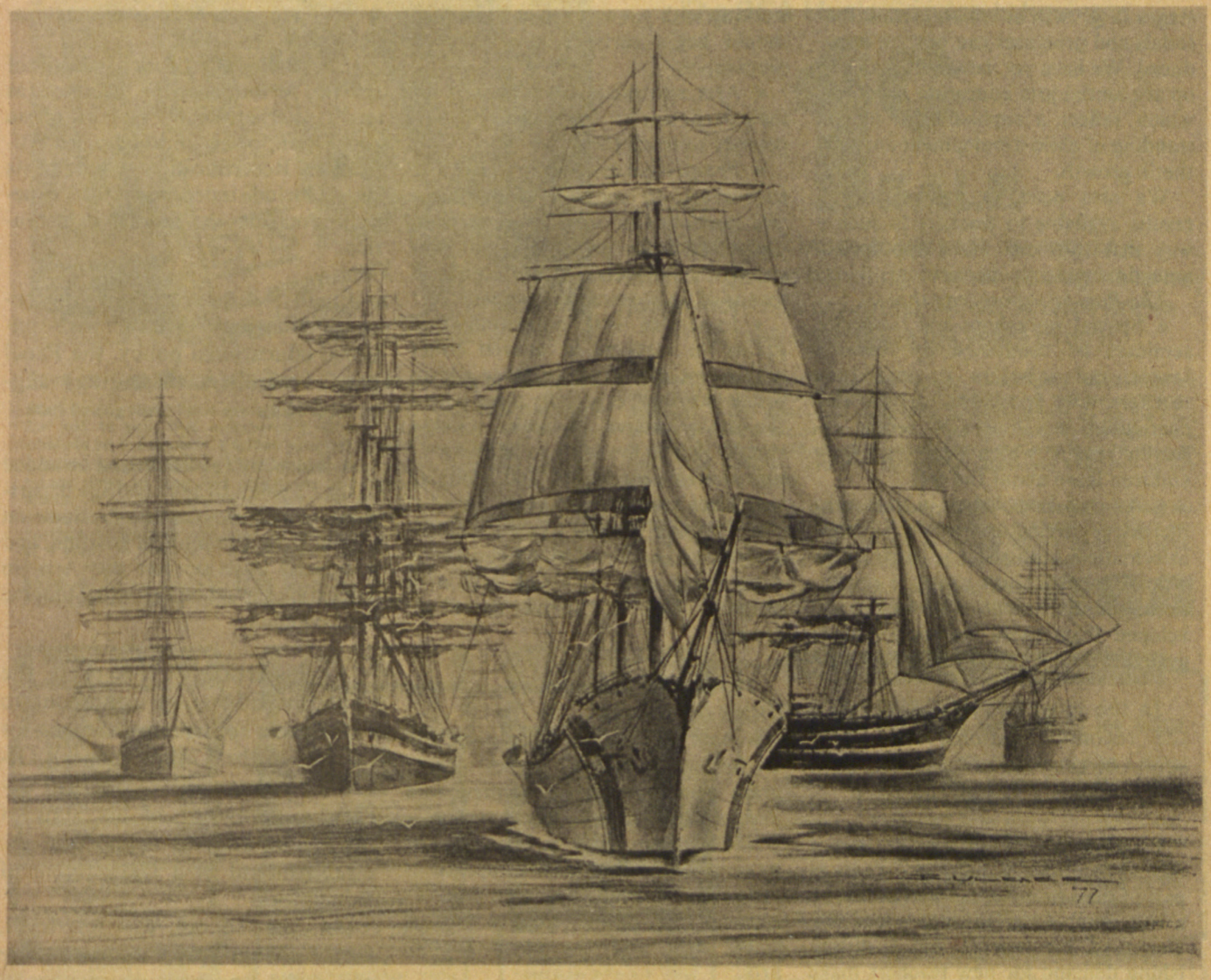
*The Panel recommends that—*

- Schools make opportunities for creative work available to all students at every level, not just to the very young, the talented, or the aspiring professional.
- Colleges continue to promote scholarly study of the arts but enlarge programs in studio work and performance as well. All college students, not only arts majors, should have an opportunity for active participation in the arts.

In a section of the recommendations called "How Children Grow," the Panel recognized the need for further research into the question of what kind of arts training produces what result for which child:

In order to maximize the impact of early arts programs, we need to know more about how aesthetic growth takes place in children. In spite of the work of psychologists, teachers, and aestheticians who have explored the arts and child development, our knowledge about the potential contribution of the arts to human growth remains in its

# The "Tall Ships" Sail



## Special Anniversary Offer

## An Event to Remember: July 4, 1976

A once-in-a-lifetime occurrence — the Passage of the TALL SHIPS through New York's bustling harbor, July Fourth, 1976 so beautifully portrayed in accurate nautical detail, by illustrator Edward James Bulger. Picture this stunning, full-color lithograph gracing YOUR home or office. The compliments it will bring — the pride it will give you.

Depicted in Mr. Bulger's powerful sea epic, from left to right, are The Mircea (Rumania) Kruzenshtern (Russia), The U.S.S. Eagle (America), The Amerigo Vespucci (Italy), and Nippon Maru (Japan). The two ships in the far background are the Esmeralda (Chile) and The Christian Radich (Norway).

This magnificent full color lithograph measures a large 22" x 28". Like all good art, it is bound to accrue in value. When framed, its beauty and value will increase immeasurable. At only $7, don't miss this Special Anniversary Offer, order now!

### OWN AN "OIL PAINTING" MASTERPIECE

The original painting can now be offered as a full color reproduction, hand finished and stretch mounted on genuine artist's canvas to, it has the museum authenticity of an original oil painting. We guarantee an art expert cannot tell the difference — or your money back. A sweeping 22" x 28" ready for framing.

**22" x 28" Full Color Lithograph $7 (2 for $12.95)**
(Add $1 Shipping)
**Lithograph Personally Signed by the Artist Sure to increase in value $20.00**
(Add $1 Shipping)
**Canvas Mounted Masterpiece ready to hang $39.95**
(Add $2 Shipping)

## ORDER TODAY!

**MERRYALL HOUSE, DEPT. S-50**
**South Kent, Conn. 06785**

Please send me the Anniversary Edition, July 4, 1976 of The "Tall Ships" Sail as checked below on full money back guarantee if I am not delighted:

☐ Full Color Lithograph ..... $ 7.00
Save: Order 2 ..... $12.95
(Add $1 Shipping)

☐ Litho Signed by Artist ..... $20.00
(Add $1 Shipping)

☐ Canvas Mounted Masterpiece ..... $39.95
(Add $2 Shipping)

Total Am't Enc. _____ Print Clearly
Cash, Check, or MO. No COD's please

Or Charge my acc't: (Check One):
___ Am. Exp. ___ Mstr. Chg. ___ BankAmericard

Card No. _____ Exp. Date _____

Name _____

Address _____ Apt # _____

City _____ State _____ Zip _____

Conn. Residents add sales tax

beginning stages. In each of the arts we can make intelligent guesses about the kinds of work which bring useful results and even the approximate stages of growth at which certain materials and processes can best be introduced. We have yet, however, to develop sequential arts education programs which reflect a sophisticated understanding of child development and aesthetic growth.

We also need to make research results available to teachers in such a way that they can make appropriate amendments to the curriculum.

*The Panel recommends that—*

- Special workshops and in-service seminars be conducted by research teams and scholars to introduce teachers, arts specialists, artists, and curriculum developers to recent research results which deal with how children learn about the arts.
- As our knowledge in this area increases, curriculums reflect the new information, evaluation of curriculums relative to the child's needs be continuous, and dissemination of models developed from these studies be made available on a national basis.

In the most extensive section of the recommendations, the Panel spoke of the role of teachers, both arts specialists and all teachers:

Because most of our teachers do not receive extensive training in the arts as part of their preparation, there must be a restructuring of teacher education. Declining enrollments and a diminishing demand for new teachers make it imperative that experienced teachers be given an opportunity for re-education and in-service experiences in the arts.

*The Panel recommends that in the area of teacher preparation and in-service training—*

- All prospective classroom teachers have experience in a variety of arts and learn to relate them to each other and to other disciplines.
- All prospective teachers understand the importance of the media for education, both as teaching resources and art forms.
- The training of all teachers include an introduction to existing research on aesthetic growth, personality development, and the unique nature of creative individuals.
- All prospective teachers spend considerable time, outside the college classroom, where teachers or artists are working with young people. This work should begin early in the teacher's preparation.
- Arts specialists have mastery of their particular art forms and the competency to teach them.
- Prospective teachers in the arts be encouraged to complete comprehensive portfolios of work or records of performance for presentation to prospective employers, as an additional means of demonstrating competence.
- In-service arts education programs for teachers be offered either within the schools or in other appropriate locations, especially those where the arts are active. In-service training should also be available to administrators and arts specialists, and adequate incentives should be provided for all.
- Training programs acquaint prospective and experienced teachers with community arts resources and help prepare them to utilize these resources.

*The Panel further recommends that within the schools—*

- Arts teachers, arts specialists, and artists take part in all phases of program planning and basic curriculum development for each school system.
- Classroom teachers be supported by an arts resource team composed of artists and specialists in such fields as music, dance, drama, creative writing, visual arts, and the environmental arts.
- Teachers be given enough flexibility in school scheduling to enable them to offer their students much more than superficial exposure to the arts.
- Teaching positions in the arts be filled by well-qualified persons, even in the face of decrease in the total number of teachers, and vacancies not simply be filled with unemployed teachers from other fields.
- Arts specialists have the option of being released from their teaching duties, without jeopardy to their jobs, either for sabbatical leave to work on their own arts projects or if qualified, to serve as artists in schools.

*The Panel further recommends that concerning certification—*

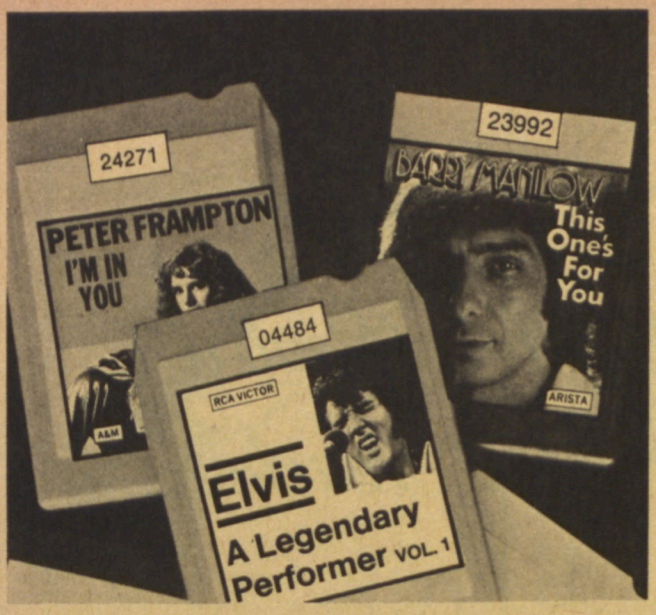
- Teacher certification codes for arts specialists be developed through collaboration among arts faculty at all levels, candidates for certification, artists, and arts education organizations.
- Portfolios of artwork or records of artistic performance be accepted as credit alternatives in support of an application for certification or recertification. Recertification requirements should include independent work experience outside the academic institution.

Finally, in a section of the recommendations dealing with national educational policy, the Panel (three members dissenting) suggested that—

A Secretary for Education be added to the Cabinet. In any resulting departmental structure, the arts in education should have a prominent position, and a Special Advisor for the Arts in Education should be appointed to serve the Secretary.

As this article went to press, the Office of Education was about to announce a special co-ordinator for the arts in the Commissioner's Office, and President Carter had devoted a paragraph of his State of the Union address supporting the establishment of a Department of Education.

At the school district level, where change really matters, there are some encouraging signs and considerable support for the ideas expressed in *Coming to Our Senses*. The Arts, Education, and Americans, Inc.—the organization formed to disseminate the report and help to implement the recommendations—has sent representatives to speak with teachers and administrators in such diverse locations as Los Angeles; Suffolk County, New York; Attleboro, Massachusetts; and Temple, Texas. In each of these places and in many others as well, I have the very definite sense that the winds of "hope" are sweeping away the clouds of "crisis." □




# Wow!

The RCA Music Service is having a

# 1¢ SALE

Take any 6 tapes or records for only 1¢ — plus postage and handling — when you agree to buy just 4 more hits at regular Music Service prices and take up to three full years to do it.

## Save on Your Choice of 8-Track Tapes or Records or Cassettes

**Start Saving Now!** Take any six 8-Track Tapes or Records or Cassettes for just 1¢ with trial membership. (Sorry, no mixing.) Indicate your choices on the coupon, enclose your penny, and mail it today!

**Colorful Magazine! Free Choice!** Every four weeks illustrated MEDLEY brings news of over 400 selections and features a "Selection of the Month" in your favorite music category. And, five times a year, you receive sale issues featuring a "Bonus Selection" and alternates at great savings. In all, you will have 18 purchase opportunities in the course of a year. No need to buy a selection every time. You merely agree to buy 4 more hits in the next three years at regular prices—usually $6.98–$7.98 for records, $7.98 for tapes. Choose from top labels like RCA, Capitol, Warner Bros., Reprise, A&M, Atlantic, Atco...over 80 more!

**Automatic Shipments!** To get the regular "Selection of the Month" or the special sale "Bonus Selection," do nothing; it will be sent automatically. If you want other selections, or none, advise us on the card always provided and return it by the date specified. You always have at least 10 days to decide. But, if you ever have less than 10 days to make your decision, you may return your automatic selection at our expense for full credit.

**Cancel whenever you wish after completing your membership agreement** by notifying us in writing. If you remain a member, choose 1 selection FREE for every 2 you buy at regular Music Service prices! (Postage and handling charge added to each shipment.)

**Free 10-Day Trial!** If not satisfied, return your 6 hits after 10 days for prompt refund. Mail coupon today.

RCA

JEFFERSON STARSHIP 23896 RED OCTOPUS (GRUNT)
Original Cast FIDDLER ON THE ROOF 00051 (RCA)
DARYL HALL & JOHN OATES 14526 BIGGER THAN BOTH OF US (RCA)
JOHN DENVER'S GREATEST HITS VOL. 2 3346 (RCA)
THE BROTHERS JOHNSON 14512 RIGHT ON TIME (A&M)
VAN CLIBURN 13500 WORLD'S FAVORITE PIANO MUSIC (RCA)
SILVER CONVENTION 14600 GOLDEN GIRLS (MERCURY)
GLEN CAMPBELL 24270 SOUTHERN NIGHTS (CAPITOL)
BAY CITY ROLLERS 30685 IT'S A GAME (ARISTA)
SUPERTRAMP 24272 EVEN IN THE QUIETEST MOMENTS (A&M)
ARTUR RUBINSTEIN 13362 WORLD'S FAVORITE CHOPIN (RCA)

**TWIN SETS** ✻ Double the music Count as one!

✻ FRAMPTON COMES ALIVE! 23558 (A&M)
✻ ELVIS' WORLDWIDE Gold Award HITS 13690 Parts 1 & 2 (RCA VICTOR)
✻ AN EVENING WITH JOHN DENVER (RCA)
✻ BEACH BOYS 23559 ENDLESS SUMMER (CAPITOL)
✻ THE GRAND OLE OPRY 04442 1926-1974 (RCA VICTOR)
✻ BARRY MANILOW 04607 LIVE (ARISTA)
✻ THE BEST OF ROD STEWART 41369 (MERCURY)

PABLO CRUISE 33941 A PLACE IN THE SUN (A&M)
FIEDLER/REINER Johann Strauss' Greatest Hits 10143 (RCA RED SEAL)
RITA COOLIDGE 24126 ANYTIME...ANYWHERE (A&M)
CARPENTERS 04393 The Singles 1969-1973 (A&M)
DOLLY PARTON 23812 NEW HARVEST... FIRST GATHERING (RCA)
BEVERLY SILLS ANDRÉ KOSTELANETZ MUSIC OF VICTOR HERBERT 31660 (ANGEL)

### More Hits To Choose!

- B. Manilow: Feelin' ...34006
- Best Of Freddy Fender 14013
- Frampton: Wind Change 14505
- Segovia: Span. Encores 04486
- Steve Miller: Dreams ..14443
- Best Of Boston Pops ..00365
- Best Of Beach Boys ...23946
- Stokowski/Wagner ....03928
- Best Of BTO .....43597
- Neil Sedaka: Gr. Hits 24171
- ZZ Top: Fandango ....13864
- South Pacific .....00049
- Nazareth: Hair Of Dog 33747
- John Denver: Gr. Hits 13777
- Peter Frampton .....04647
- Helen Reddy: Gr. Hits 32302
- Kiss: Destroyer .....24001
- Capt. & Tenn.: Song Joy 14405
- Ohio Players: Gold ....30281
- Best Of Dolly Parton ..33508
- Alpert/TJB: Gr. Hits ..00295
- Best Of Guess Who ....04306
- Paul Anka: 21 Gold Hits 00120
- Dr. Hook: Little Bit ...34041
- Tom Jones: Gr. Hits ...23674
- 3 Dog Nt.: Gr. Hits ....24056
- Mancini's Angels .....14012
- Kris & Rita: Full Moon 20913
- B. Bacharach: Gr. Hits 21151
- Supertramp: Crime ....24246
- McCoo/Davis: 2 Of Us ..40136
- Floaters .....14586
- Best Of Glen Campbell 20382
- Poco: Indian Summer ..14564
- Mills Bros.: Gr. Hits ..04482
- Jeff. Star.: Spitfire ....14279
- Best Of Lettermen V. 1 24218

STEVE MILLER BAND 23759 FLY LIKE AN EAGLE (CAPITOL)
HELEN REDDY 40050 EAR CANDY (CAPITOL)
FREDDY FENDER Before The Next Teardrop Falls 33352 (ABC DOT)
Heifetz: Tchaikovsky Mendelssohn Violin Concertos 22851 (RCA RED SEAL)
KISS 33990 ROCK & ROLL OVER (CASABLANCA)
SHENANDOAH 23591 Original Cast Recording (RCA)

### More Hits To Choose!

- Ormandy/Nutcracker ..14350
- Best Glenn Miller V. 3 10090
- Cat Stevens: Gr. Hits ..20015
- Nashville/Soundtrack 33359
- S. Bishop: Careless ...22521
- Best Of Best Haggard ..33505
- Kiss .....34335
- Dawn's Gr. Hits .....24018
- Natalie Cole .....33409
- Best Of Statler Bros. ...13572
- Nat Cole Story V. 1 ....22778
- Rod Stewart: Sing It ...14392
- Hair .....03292
- Nadia's Theme .....14434
- Bob Seger: Night Moves 43584
- Hank Williams: Gr. Hits 23656
- Learn To Hustle .....23460
- Horowitz/Concerts ....33457
- Mantovani's Gold Hits 03369
- BTO: 4-Wheel .....14360
- Van Cliburn: Encores ..04187
- Elvis: Legendary V. 2 14486
- Steppenwolf: 16 Hits ..13453
- G. Campbell: Gr. Hits ..24107
- Freddy Fender: Texas ..23746
- Carpenters: Passage ...40023
- Best Of Uriah Heep ...23296
- Hello, Dolly .....00052
- Chuck Berry: Gold ....13728
- Ol' Waylon .....14500
- Rush: 2112 .....33716
- Fiedler/Rhapsodies ...13712
- Cat Stevens: Izitso ...24362
- Platters: Gold Hits ....01129
- Mancini: Film Music ...33667
- Tavares: Love Storm ..24180
- Charlie Rich: Gr. Hits ..04631

RSC 398 TRADEMARKS USED IN THIS ADVT. ARE PROPERTY OF VARIOUS TRADEMARK OWNERS, TMK(S) ® RCA CORPORATION.
SELECTIONS MARKED (D) ARE STEREO EFFECT REPROCESSED FROM MONOPHONIC.

## ACT NOW! MAIL COUPON TODAY!

**Mail to: RCA MUSIC SERVICE**
**P.O. Box RCA 1, Indianapolis, Ind. 46291**

1. TAPE PENNY HERE!

I enclose 1¢. Please accept my trial membership in the RCA Music Service and send me the 6 hits I've indicated here under the terms outlined in this advertisement. I agree to buy as few as 4 more hits at regular Music Service prices in the next three years, after which I may cancel my membership. (Postage & handling charge added to each shipment.)

2. **SEND MY SELECTIONS ON** (check one only):
☐ 8-TRACK TAPES ☐ RECORDS ☐ CASSETTES

3. **I am most interested in the following type of music — but I am always free to choose from every category** (check one only):
1- ☐ EASY LISTENING (Instrumental/Vocal)
2- ☐ COUNTRY 3- ☐ TODAY'S SOUND (Rock/Soul/Folk)
4- ☐ BROADWAY-HOLLYWOOD-TV 5- ☐ CLASSICAL

4. **RUSH ME THESE 6 SELECTIONS** (indicate by number):

| | | |
|---|---|---|
| | | |
| | | |

5. ☐ MR. ☐ MRS. ☐ MISS _____ (Please Print)

Address _____

City _____ State _____

Phone (Area Code) _____ Zip _____

RCA Music Service, 6550 E. 30th St., Indianapolis, Ind. 46219

RCA Limited to new members; continental U.S.A. only; one membership per family. Local taxes, if any, will be added.

P-J7 WW

RCA Music Service reserves the right to request additional information or reject any application.

# What the Rockefeller Report Should Mean to the Teacher

Now you have really done it, Mr. Rockefeller. *Coming to Our Senses: The Significance of the Arts for American Education* is an important book. It should be required reading for every teacher and teacher-candidate in America.

The greatest problem public school elementary and secondary teachers face is how to bring about change. The longer we stay in the profession, the more we become either complacent with the school system and our place in it or uncomfortable about what we know is wrong with the system. Those of us who feel, who know, that the belief that arts education is a frill is erroneous become more and more frustrated by the perpetuation of that error year after year. Reports, studies, and position papers supporting our protest continue to pour from the prolific pens of education critics, adding fuel to our frustration, but apparently having little impact on the status quo.

We cannot deny it. Our public schools are nearly closed systems. They can withstand even the most logical of external assaults, however carefully documented, argued, and rendered. In truth, we are looking in the wrong direction for amelioration. The medium is not without but within. Classroom teachers, the most influential members of the school hierarchy other than students, must bring about changes in schools.

Our problem is that we wait for the publishing giants to bring the full weight of their power against the system. We hope that publications such as those prepared by the Rockefeller Panel will somehow make everyone see the light. And when this does not happen, we are shocked, amazed, and hurt that what we see so clearly, our supervisors, parents, or boards of education appear not to notice at all. Because we support arts education, we consider ourselves a persecuted lot, unappreciated and misunderstood, except perhaps by our students.

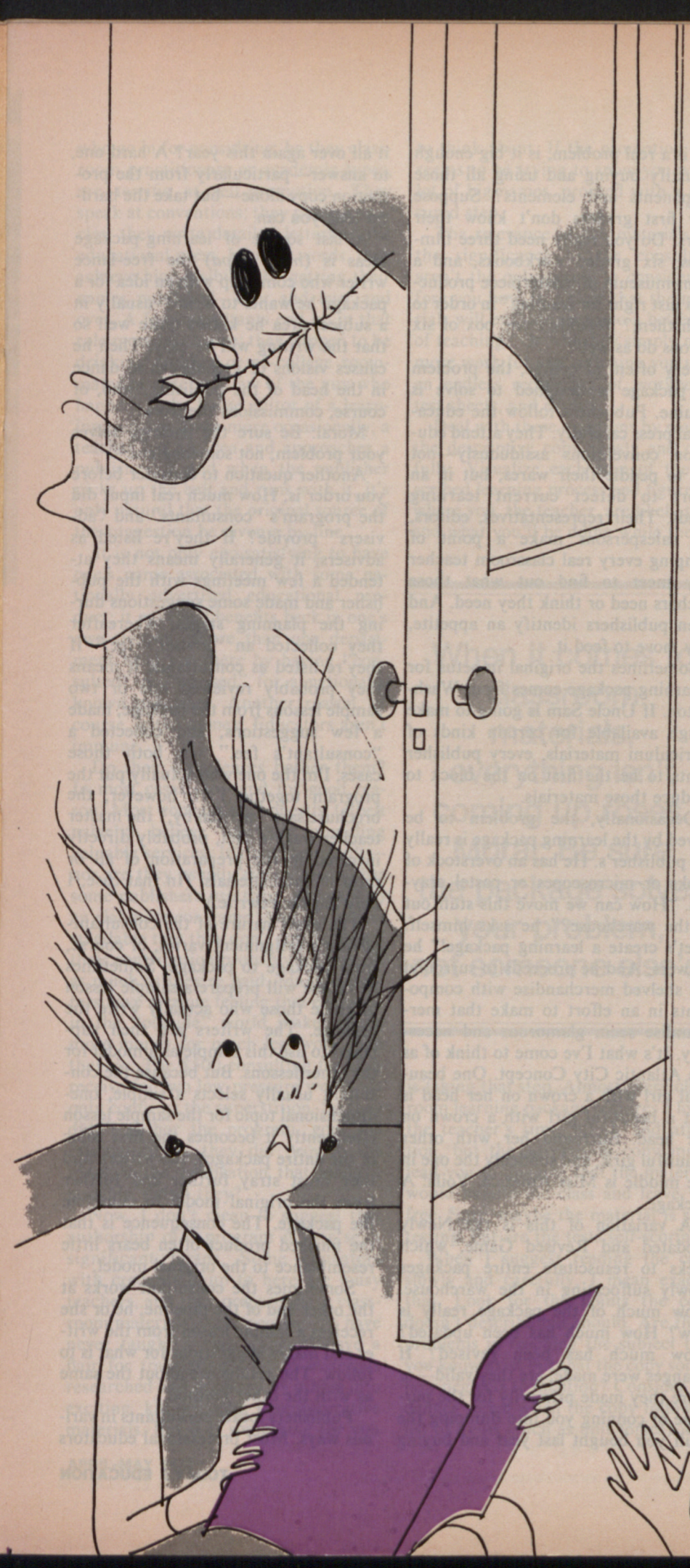
Arts education will never play a central role in American education until every teacher committed to its importance works daily to bring arts education into the classroom. If it is truly the core of education, it will be its own best agent. It will prove itself through consistent application to the various disciplines until it becomes desired and respected. But this ideal will not happen as a result of mandates passed down from state education departments. What keeps arts education from its rightful place in the curriculum is not the law and dogma but prejudice and myth.

The complicated operations of our educational systems and the philosophy generating them will not be altered overnight. Indeed, it would be unsafe to have such a sudden transformation, because we cannot possibly anticipate all its consequences. Instead we must, like the effective salesperson convinced of a product's worth but respectful of the public's resistance to buying it, create a steady faith and belief in arts education. From there, it is only a step to the realization of worth and the recognition of need. There are suspicions to be overcome and beliefs to be challenged—softly and without direct confrontation. This is a subtle business that only practitioners inside the schools can accomplish.

Teachers plan activities in classrooms. However structured a curriculum may be, we can incorporate arts education into it. We can introduce the study of contemporary song lyrics as poetry in the English class or movement education in physical education. We must know what has been done and what can be done to integrate the arts into the curriculum and then adapt these ideas to suit our own situations. We must daily justify to ourselves as professionals our involvement in arts education just as we ought to justify everything else we do in the classroom. If what we are doing is working, we can defend it. If we can defend it, it will find a central place in the curriculum. □

By DONALD C. WESLEY

*Chairman, Department of English, and Director of Theater, Gowanda (New York) Central High School.*



Who writes your classroom materials anyway?

# The Ghost Behind the Classroom Door

Do you mind if I take over your class for an hour or so?

I'm not choosy. Eleventh grade English will do or second grade science or a social studies unit for sixth graders or reading for underachievers in grade three.

My qualifications? To tell you the truth, I don't have a degree in education, and I've never taught kids. I've never taken a single course in education or in curriculum development or in the psychology of learning. I've never been to a teacher's institute or workshop. I do have a bachelor's degree in the fine arts, though.

**By SCRIPTOR PSEUDONYMOUS**

*A real, live classroom materials writer, who is also a mortgagee, the sole support of his family, and a prudent man. His real name will therefore not be provided on request.*

No sale, eh?

Don't be too sure.

There's a pretty good chance I'm already in your classroom. Because I make my living—most of it, anyway—from the nation's major educational publishers. They hire me to write classroom materials, to design curriculum guides, to create learning programs.

The chances are strong that at least once during your teaching career you or your students have used classroom materials I've written. The odds are even better that your school has used my stuff or is using it now.

Yet everything I said above about my qualifications, or lack of qualifications, is true.

Don't get me wrong. This isn't an exposé. It's not even a put-down of the publishers who hire me. By and large, I think they do a good job. By and large, I think I do, too.

All I'm saying is that when it comes to classroom materials, everything isn't coming up roses. There are, as a matter of fact, quite a few thorns in the educational publishing business. That is the purpose of this article: to call your attention to those thorns and to help you clip them out of the printed educational material that comes into your classroom.

The arrival of the material is, as you know, heralded by a slick four-color promotional brochure extolling and detailing the product's virtues. It lists all the Ph.D.'s who served the publishing company as advisers and consultants. It has pictures of lots of goodies—usually called "components" or "learning elements"—that with your indication of interest will arrive packed neatly into a chic, shiny, decorator-designed box—usually called the "learning center" or "resource lab." The box almost always features a picture of a bright-eyed, beaming kid who has obviously just made The Big Learning Breakthrough.

OK, now. You've read the copy and you're impressed. Just take a minute, though, to consider the following:

Is the problem that this package was designed to solve really a problem in *your* class and with *your* kids? (One of the oldest advertising gimmicks in the world is to make consumers think they have a problem—and then rush in to solve it with a product.) If it is a real problem, is it big enough to justify buying and using all those components and elements? Suppose your first graders don't know their colors. Do you really need three filmstrips, six graded workbooks, and a "mini-museum of masterpiece productions just right for framing" in order to teach them? Wouldn't one box of six crayons do as well?

Very often, of course, the problem the package is designed to solve is genuine. Publishers follow the educational press carefully. They attend education conventions assiduously—not just to peddle their wares, but in an effort to detect current learning trends. Their representatives, editors, and salespersons make a point of pumping every real classroom teacher they meet to find out what those teachers need or think they need. And when publishers identify an appetite, they move to feed it.

Sometimes the original impetus for a learning package comes from Washington. If Uncle Sam is going to make dough available for certain kinds of curriculum materials, every publisher wants to be the first on the block to produce those materials.

Occasionally, the problem to be solved by the learning package is really the publisher's. He has an overstock of books or microscopes or pastel crayons. "How can we move this stuff out of the warehouse?" he asks himself. "Let's create a learning package!" he answers. And he proceeds to surround the shelved merchandise with components in an effort to make that merchandise seem glamorous and necessary. It's what I've come to think of as the Atlantic City Concept. One beautiful girl with a crown on her head is just a beautiful girl with a crown on her head. Surround her with other beautiful girls, and suddenly the one in the middle is Miss America. Voilà! A package.

A variation of this is the Newly Updated and Revised Game, which seeks to resuscitate entire packages slowly suffocating in the warehouse. How much of the package really is new? How much has been updated? How much has been revised? If changes were made, are they valid—or were they made primarily for the purpose of conning you into dumping the stuff you bought last year and buying it all over again this year? A hard one, to answer—particularly from the promotion copy alone—but take the hardest look you can.

A last source of learning-package ideas is (*mea culpa*) the free-lance writer who comes up with an idea for a package he wants to write—usually in a subject area he knows quite well so that the writing will be easy. Then he causes visions of greenbacks to dance in the head of the publisher, who, of course, commissions the work.

Moral: Be sure the package solves your problem, not someone else's.

Another question to consider before you order is, How much real input did the program's "consultants" and "advisers" provide? If they're listed as advisers, it generally means they attended a few meetings with the publisher and made some suggestions during the planning stages, whereafter they collected an "adviser's fee." If they're listed as consultants, it means they probably reviewed one or two sample lessons from the package, made a few suggestions, and collected a "consultant's fee." (In both those cases, I'm the one who actually put the program together.) If, however, the brochure says "written by," the master teacher was, in fact, probably directly involved in the preparation of all or most of the materials. (In that case, I only did the rewrite.)

The exact nature of the consultant-adviser's assignment varies, of course, from package to package. Sometimes he or she will prepare a sample lesson to guide those who actually write the package. The writers are then supposed to use this sample as a model for the other lessons. But because the consultant usually selects a simple, one-dimensional topic for the sample lesson (frequently it becomes the first topic of the entire package), the writers find they must stray further and further from the original model to complete the package. The consequence is that the finished product often bears little resemblance to the original model.

Sometimes the consultant works at the other end of the pipeline; he or she receives a sample lesson from the writer and makes suggestions for what is to follow. The results are about the same as with the other method.

Publishers locate consultants in various ways. Most professional educators

who go in for consulting, be they classroom practitioners or academic types, are terrific at self-promotion. They speak at conventions; they publish articles; they write detailed letters to the educational press. In other words, they achieve high visibility by getting their names published—over and over and over. A few consultants end up in that role more by chance; they happen to be drinking buddies or ex-college roommates or sisters-in-law of the guy who happens to be house editor of a learning package. Even more occasionally, a teacher has an idea and approaches a publisher; if and when the publisher picks up the ball and runs with it, it's only natural that the original source of the suggestion be given a by-line.

It is not only ego-satisfying to have one's name associated with some nationally advertised educational product; it pays real benefits back in one's own district. More than one department head got there by having "consulted" or "advised" for a nationally known publisher. Another reason, of course, is the money. Educators aren't immune.

Do their consciences bother them? In most cases, no—and for good reason. Most consultants honestly (albeit naively) believe they are providing valuable services. It's not their fault—nor are they usually even aware—that some publishers use them as pawns in an elaborate con game. And it's understandable that they don't conclude that their contribution probably isn't worth as much as they're paid. Many educators have a vague feeling that everyone in the "outside" world makes much more money for much less work than they do. The $500 consulting fee they receive for two low-pressure weekends only confirms the superstition. So they didn't author the program, goes the rationalization, they did provide the ideas or the verification that made it possible, didn't they?

Now, I don't mean to suggest that authorship of a program is, per se, a significant factor. Some educators with credentials up to here are lousy teachers, and they prepare lousy classroom materials; some people who have never taught a class (ahem!) have a flair for translating content materials researched and prepared by others into exciting, kid-oriented, communicative materials. But it is something for you to think about. If the promotion copy seems to be trying to snow you with a lot of big names, proceed with a measured step.

The relevance of the materials and the significance of the consultants aren't the only points to consider before you buy. Is it clear that the materials will enable you to do a better job of teaching? Or will they simply make more work for you, catching you up in an endless reordering of workbooks, test sheets, and cards?

Deal with these questions by reading the descriptive copy slowly and carefully. Visualize each step of the described learning process and figure out where you, the teacher, are likely to be and what you'll be doing while the kid is taking that step. Almost every classroom learning package requires a lot of the teacher's time, effort, and attention, but the advertising copy might lead you to imagine that the materials would handle the class and leave you free. Sure, maybe the material is self-testing, but are the tests self-scoring?

**When it comes to classroom materials, everything isn't coming up roses. Moral: Be sure the package solves your problem, not someone else's.**

When I suggest reading the copy slowly and carefully, I mean exactly that. Look for the points the copy doesn't describe but should. Are there problems in teaching the subject that you know exist but that the copy somehow neglects to mention? Consider it a danger signal when the copy follows a list of items (such as unit topics) with "and so on," "and the like," or "et cetera." The writers and/or publisher have simply run out of gas and are padding. That not only helps fill the big shiny box to the bursting point with goodies (even if some of the "goodies" are "baddies"); it also helps push up the price.

And let's level: Price is where it's at. The publisher is out to make not a buck but lots and lots of bucks. That's fine. Nobody of sound mind would spend time, thought, and money to produce a learning package on dissecting frogs just for giggles. But make sure the publisher earns the money he charges.

And don't be misled by come-ons like "teacher tested" or "developed by actual classroom experiment." While field testing of learning materials does take place before they're put into final form and sold, such testing, even under the best of circumstances, can only approximate your classroom situation. Was the testing done by a classroom teacher using only materials supplied by the publisher? Did a publisher's representative conduct a teacher-training workshop first, to ensure that the teachers involved would understand how to use the materials?

More important, if the field testing turned up weaknesses in the materials, were the revised versions retested before publication? The answer is often "no." The editors and writers were probably informed of the problems, tinkered briefly with the package, then sent it on to press. No one has verified that the new version is, in fact, better than the old or that in solving the old problems, new ones weren't created.

That's under the *best* field testing conditions. Under the worst conditions, this happens: The publisher prints the whole package and stores it in the warehouse. He then sends free samples to 24 preselected schools and asks them to use them. Six months later, he asks the schools, "Did you use them?" The schools say, "We used them." The publisher then sends out his promotion, "Used in dozens of classrooms"—and starts taking orders.

This is field testing.

Most educational publishers do not—repeat, *do not*—lie in their promotional materials. But they act a lot like a fond mother trying to persuade

IF YOUR CHILD
STUTTERS
Send for booklet advising parents what to do to prevent young children 3 to 6 years becoming confirmed stutterers. 50¢
Speech Foundation of America
152 Lombardy Rd., Memphis, Tenn. 38111
A non-profit organization

GUADALAJARA SUMMER SESSION
JUNE 30—JULY 28, 1978
Special Bi-lingual/Bi-cultural courses
Spanish Language at all levels
Courses especially designed for teachers
$50 per graduate unit
Several room and board possibilities
Information: PROF. G. L. ODDO, UNIVERSITY OF SAN DIEGO
SAN DIEGO, CA 92110

COLONIAL PLAZA DORMS
$3 - $4 Per Person
Groups of 20 to 500 Persons (4 to a Room)
Send for Brochure: E
10203 Baltimore Blvd. - College Park, Md.
Zip 20740 – Telephone: 301 474-5678
GROUPS TO WASHINGTON, D.C.

EUROPE BY CAR
45 ROCKEFELLER PLAZA, NEW YORK, N. Y. 10020
Phone: (212) 581-3040
9000 SUNSET BLVD., LOS ANGELES, CALIF. 90069
Phone: (213) 272-0424
SAVINGS ON CAR RENTAL • PURCHASE

TEACHERS
Plan now for Summer Study in Puerto Rico and the Caribbean.
For details, write to Inter American Institute, El Monte Apts. B 732, Hato Rey, Puerto Rico 00918

ENJOY STUDYING WHILE TRAVELING
U.S. or Abroad-Vacations or Sabbaticals
Propose your own academic project for graduate credits. Go alone or on any tour. Request info on individualized travel-study courses: Dr. Lyle B. Gangsei. c/o University of La Verne P.O. Box 156-E, Newbury Park, Ca. 91320 (805) 497-3603
*La Verne is fully accredited by WASC

CRUISE SEA TREK THE HAWAII EXPERIENCE
Winner of 1977 CREATIVE PROGRAMMING AWARD
SAIL • EXPLORE • DISCOVER • STUDY
3 CREDITS, UNIV. of HAWAII. TWO SESSIONS: 7/12-22 (11 days) $635.00, REG. DEADLINE 5/31. 8/10-27 (17 DAYS) $859.00 REG. DEADLINE 6/15. Includes tuition, books, food, lodging, and transportation. Air fare between Hawaii and the mainland is extra. For registration forms write U of H: SEA TREK—HAWAII, 47 [illegible] HUI KELU STREET, KANEOHE, HA. 96744

Sail to the Islands of Maine on a truly unusual Vacation.
Enjoy a good breeze, an exciting day sailing, a quiet harbor, a huge delicious dinner, new friends & great memories for an entire week! $265. includes everything. 2 Free brochures.
Cap'n Jim Sharp - Sch. ADVENTURE
Cap'n Orvil Young - Sch. ROSEWAY
Box 696F Camden, Me. 04843: Tel. 207-236-4449
Largest Windjammers In The Camden Fleet.

YOU DON'T HAVE TO CHOOSE BETWEEN IDEALISM AND REALITY
Volunteer Peace Corps/VISTA.
For information, write Betty Funches, Peace Corps/VISTA, Box T-11, Washington, D. C. 20525
—An Equal Opportunity Program—

the neighbor's daughter to go out on a date with her son Melvin. Does Mama mention skin blemishes instead of Melvin's early acceptance at Haverford? Does she mention that he's such a klutz he pushes his peas onto his knife with his elbow—or does she bear down on the fact that he won the state checker championship when he was only seven?

Suppose the advertising has convinced you. The product has passed scrutiny and seems to be the greatest potential boon to teachers since yellow chalk. Are you home free?

Nope.

You should put the product itself through at least as careful an inspection as you did its promotion. Don't just glance at it. Read it. All of it. That's the only way you can spot the bugbears of publishing: inaccuracy, omission, oversimplification, padding, bias.

**Don't let the publisher's judgment substitute for your own.... Take my stuff, but make it your own.**

I once edited an American history textbook written by an eminent historian. In the original manuscript, Anne Hutchinson was ordered to leave Massachusetts and headed for Maryland. It happened, purely by chance, that I knew a bit about Anne Hutchinson, so I phoned the historian and asked whether, perhaps, he meant Rhode Island instead of Maryland. "My God, yes!" he exclaimed. I made the change. (To be fair, he'd probably have caught it in galleys himself.) But to this day I am nagged by the suspicion that if he made that mistake, he probably made others that I didn't catch. If I didn't catch those errors, you'd better.

As with inaccuracy, so with omission and oversimplification. If you find examples of these, decide how to fix them—or at least prepare yourself for the questions that some of your brighter kids will inevitably ask about the missing parts.

Padding, in most cases, is easier to deal with. Just tell the kids not to study the extraneous unit, read the extraneous book, perform the extraneous exercise, complete the extraneous skill sheet.

And speaking of skill sheets, double-check to be sure that any written work the materials require of the kids is really needed. More than one client has required me to design a skill sheet or workbook or exercise card out of a deep-seated conviction that teachers want learning packages that require each kid to do lots of "busywork." I happen to think the publishers are wrong. I certainly hope they're wrong.

To my mind, the single gravest problem of almost every learning package I've ever worked on, a weakness that leads to most of the other problems, is the matter of format. Learning packages are "formated" to death.

That's because publishers love formats. They make the creation and production of a learning package easy to schedule, easy to assign, easy to process, easy to design, easy to keep track of. They keep editors busy making up checklists and outlines for the authors—so many words per line, so many exercises per unit, so many creative activities per book, so many new words per lesson.

From a business point of view, this makes sense. Putting a learning package together from concept to finished product can take from six months (for a comparatively simple package) to four years or more (for the ones in "newly discovered" areas of the curriculum—sex, drugs, careers). Time is money, and formats help publishers make and maintain timetables. Moreover, it's unusual for a publisher to have an idea all to himself; he knows the competition is probably working on materials to fit the same slot in the marketplace as his own. So coming out with the product fast often takes priority over coming out with the product

good. Formats mean fast.

In principle, formats are OK. Trouble is, very little learning material logically or easily or usefully divides itself into rigid, repeatable forms. But the publishers hold firm, so authors are compelled to twist and bend and contort (and sometimes simply subvert) the material to make it fit the arbitrary, predetermined form.

If you have a learning package in which some units run three pages and some run 17, some lessons are followed by exercises and others by tests and others by activities, some pieces of paper are loaded with type and others carry only a few sentences, count your blessings. Chances are good that the content dictated the form. If, on the other hand, you're dealing with a package that has "format! format!" written all over it, proceed with caution. You may discover that a bit of undoing of the packaged materials on your part will make various individual components work for your kids.

As for the final bugbear, bias, what can I tell you except to be on the alert for it? Obviously, you aren't going to dump an environmental ecology package on your class when the shipping label shows it comes from the National Association of Manufacturers, at least not without reading it carefully.

I'm not saying not to use material that is biased. Every learning package is going to contain some bias. I am saying, read the material carefully enough to recognize the biases. Then, if other points of view are needed, you'll be able to supply them.

Don't get me wrong. Please. I'm not against packaged learning materials, and that's not just because I write them, either. They really can help you. More to the point, they can help your kids. But don't let the publisher's judgment substitute for your own. Don't surrender to some free-lance writer with a bachelor's in fine arts your right to teach your own way. Take my stuff—but make it your own.

I haven't said everything I think needs to be said, but I don't want to become a bore about this. Besides, I've got to get to work on a revised teacher's handbook.

When it shows up in your classroom, I hope you like it.

But don't say I didn't warn you. □


# Don't decide where to vacation till you've studied this book.

**Rush this coupon to Air Canada for our free 80-page book on vacation tours that will give you a clear idea of where you want to go this year: Canada!**

When this year's tours were finalized, the U.S. dollar was worth more in Canada than anytime since the 1930s.

Result: more vacation for your money.

And what a choice of vacations we're offering.

Everything from freewheeling fly/drive tours where you decide what to do next on the spur of the moment, to escorted tours where you can put your mind on "automatic pilot" and simply enjoy, enjoy, enjoy.

From sophisticated city tours to one-of-a-kind trips to the wild Yukon Territory...to beyond the Arctic Circle.

And you can travel in everything from "cloud-ride" motorcoaches to "everything's inside" motorhomes.

But before you can go anywhere, you have to make up your mind.

To do that, mail the coupon now and we'll get our 1978 Yes, Canada! brochure out to you right away. After you read it and choose your tour you'll say "Yes, Canada!"

And when you come to Canada, you can pay for your vacation and even extend payments, with the American Express Card® "Sign & Travel℠ Plan. If you don't have the Card, pick up an application wherever it is welcomed.

The American Express Card. Don't leave home without it!℠

Air Canada Vacation Department, P.O. Box P, Staten Island, N.Y. 10305

I want more vacation for my money. Please rush me my free copy of Yes, Canada!

Name_____ Street_____

City_____ State_____ Zip_____

My travel agent is_____

AIR CANADA

TE4-78

CIRCLE QUICK-ACTION CARD NO. 1

# AN ARGUMENT
# An Argument for Compulsory Schooling
# FOR COMPULSORY SCHOOLING

A rather nasty variety of cynic claims that most professions are filled with individuals who originally came to their fields because they felt some deficiency in themselves or their situation—ministers who delved into religion because of a crisis in faith, psychologists who studied psychology to prevent themselves from slipping over the edge, social workers whose first college tuition was underwritten by county welfare funds.

I suppose I help fill the teaching profession in the same way. I was always waiting for someone to take me aside and teach me what was really going on in life—the inside story. No one ever did. All they did was send me to school, where I learned nothing but what was safe to teach everybody. I decided very early that I didn't want this carry-out sort of knowledge; consequently, most of what I learned in public school fell into the unheralded subcategories of achievement: drawing tanks and complicated geometric art in the margins of notebooks and, most importantly, refining the "inner life" until I could fantasize my way out of any classroom, no matter what extravaganza the teacher was putting on.

In college, I continued to develop these avoidance skills. Fortunately, I attended a small, isolated institution where a shotgun blast of polysyllables carelessly aimed at an essay exam was usually given credit for hitting something worth a passing grade. Also, the education curriculum of the time boasted about 10 handy thoughts that, once learned for the first course, could get a student through later ones.

---

**By RICHARD IHLE**
*English Teacher, Team 9-6 Truancy Program, East High School, Madison, Wisconsin.*

Probably the most significant thing about my college career was the amazing number of classes I skipped while still managing to graduate and get a teaching certificate. I estimate my attendance to have been 50 percent at best. Thus, it should come as no surprise that I am a big success in a special program for truants.

This program, aimed at incoming high school freshmen, is considered quite effective. I get commendations for my part in it all the time. I know my truants. I know their weaknesses, their defenses, their dreams, their kinks. My students have no idea that I was once one of them: They think I am just another dull adult who did what he was supposed to do all along the line and now can afford to eat out twice a month as his reward. I am a success and sound perfectly pious when I run through my *Diplomas Get Jobs* cassette for them.

I have other cassettes, too: the *You Can't Be Sure What You Want This Early in Life* cassette, the *State Law Requires Attendance* cassette, and—most significantly—the *Even Though You Can't See the Point, Promise Me You'll Start Attending Anyway* cassette.

After four years in this truancy program, the cassettes had sort of lulled me into what a few insomniacs among my colleagues call "the professional sleep." My sleep was broken when I had to do a paper on compulsory education for a graduate course. I learned that in the vanguard of our field were critics who not only want to abolish compulsory schooling, but also view the educational enterprise as a sort of purgatory with few redeeming qualities except for driver training and cheap milk. Some point out that the typical job in our technological society requires nothing but three weeks of on-the-job training. Counting kindergarten, that is almost 12 years, eight months wasted time for the average high school grad.

If graduates' jobs can no longer be counted on as our trump suits in the game of school attendance, what arguments still hold? That as teachers, we need students in classrooms to guarantee our own jobs and salaries?

No. There is not enough love for teachers among the general population for us to sell something like that. If anything, when the job reductions come, they are likely to treat us in the same way so many of us treat them: Ask no quarter, nor give any.

Nevertheless, I, for one, would be sorry to see us stop compelling children to come to school until at least age 14, or even 16. Apart from the fact we are likely to have thousands of dropouts come back to haunt us, asking why they were allowed to pursue their childish whims at the expense of their futures, there is a serious structural reason.

*Classic* and *romantic* are terms that are sometimes applied to historical or cultural periods—largely on the basis of their conformism or individualism. The 18th century, for example, is generally considered a classical age because of the emphasis on formalism and propriety; the 19th century, romantic because of deviation from established patterns. There are many problems and exceptions in this scheme; however, the terms are useful in that they provide perspective.

The classroom itself can be looked at according to these terms. The notion of a classical classroom implies a tightly structured setting; a romantic one, a looser structure, more flexibility, and many more individual options in curriculum and conduct. Although these situations look almost opposite on the

surface, at another level they are surprisingly similar.

The inner experience of a student in an ultra-quiet classroom of what seem to be perfectly programmed androids might be the same as that of another student whose classroom looks like Dodge City before Matt Dillon. To understand this, one has to think in terms of inner impact. It is the nature of a classical system to provide strong inner impact with a minimum of stimulus. In poetry, for example, the tightly rhymed and metered classicism of Alexander Pope needs only the slightest deviation to make a dramatic impact on the reader. The romantic Lord Byron had to make much greater departures from his looser verse structure to create the same effect. Far from being an emotional desert, a classical classroom is often more stimulating than a romantic one. In the former situation, a student might obtain enormous effect by shooting a spitwad. In the latter, he might have to throw his desk out the window to gain the same effect.

Carnivals have their excitements, but we often can't remember them. The excruciating formalism of confirmations, graduations, marriages, court cases stays with us a long time. The same is true of the events which occur in the classical classroom. For example, the teacher I remember most was the one who made the janitor paint marks on the floor and then made us students keep our desks in rigid rows by saying, "on your marks" every 20 minutes or so. A whisper in her class was equal to a kamikaze yell in the class of a nice-guy teacher I had later but can barely remember.

Perhaps the least examined assumption of many educational innovators is that structure stifles and freedom fosters creativity. Almost all literary and artistic accomplishments testify to the opposite. Malory and Dostoevski wrote from prison; Picasso did some of his best work during his "blue period" when he limited himself to blues, dull whites, and grays.

One of the great virtues of public education has been its undercurrent of classicism and its relative inflexibility. Despite all the theorists and social mechanics, the basic core of teaching has stayed the same for a long time. We still generally have one bigger, smarter, older person organizing the life-space for some not yet so big or smart younger people. Even classroom techniques haven't changed much: There are natural limits in the classical classroom, without which a teacher courts insanity.

For all its faults, the contemporary classroom still retains enough of its traditional structure to serve a very special function in the development of the child. Outside of a place of worship it is probably the most significant place a child can go to participate in something that has been with human beings in all ages and cultures—*ceremony*. In the chaos of modern life, school is still a place where each actor knows his or her part and can confidently play it with predictable results. In free time, a student learns the lessons of individualism and chance. In the classroom, the student discovers the dynamics within structure and the security and assistance he or she can get from forms passed down from previous generations.

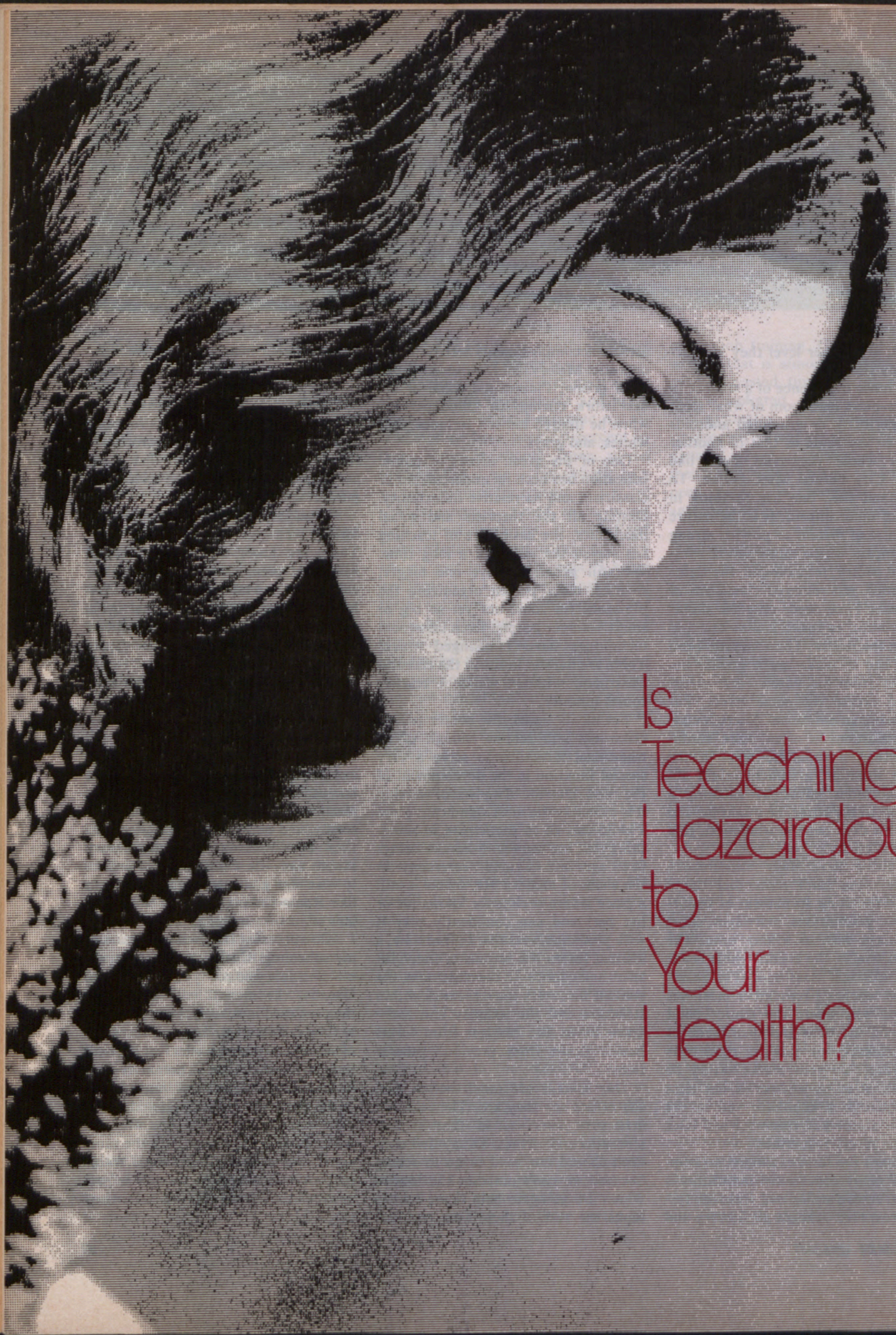
Our schools are much better than the critics say they are. The reason a structure survives is that it has strengths and virtues. To say that children should not have to go to school because we can't pinpoint the lessons which are going to help them debone hams the rest of their lives just furnishes another instance of the intellectuals taking their theories too seriously.

Children learn many things in schools that there are no tests for, and more important, they are protected from ways of development that there are also no tests for—but plenty of punishments.

The society outside the school is fast losing whatever classicism it had. There are fewer and fewer classical roles that men, women, and families can rely on and take strength from. We have provided for the individual spirit until individuals are no longer noticed for lack of a contrasting classical pattern.

My most serious truants, who have regularly slipped through the nets of compulsory education for many years, do not spend the time when they are supposed to be in school working, exploring nature, visiting nursing homes, or painting pictures. They steal, vandalize, smoke pot, insult passersby, and make babies. I have a fear that by lowering the compulsory school age—or eliminating it entirely—we are going to greet our doom like Rome sinking in a sea of barbarians of its own making.

I do not resent the "wasted" years of my schooling. Curiously, I have never met an adult who really resented them. Usually, the more "hell" adults say they suffered in school, the more fondly they tell about it. The real resenters of school are the ones who feel it didn't recognize their true potential and make them toe the mark more rigorously. Somewhere Emerson said, "Our chief want in life is someone who will make us do what we can." In the same spirit, our children need some stable pattern in this modern turmoil to *prevent* them from doing all they can. □



# Is Teaching Hazardous to Your Health?

Two years ago *Instructor*, a magazine for elementary school teachers, took this question to a number of governmental agencies, insurance companies, medical groups, university research facilities, and teachers' organizations. We got a startling answer. Ample health data were available on a number of other professional groups, but no one knew of studies on the effects of teaching on teachers.

To find at least some of the answers to our question, *Instructor*, with the cooperation of the American School Health Association (ASHA), decided to ask the nearly 300,000 readers of the magazine some questions on teacher health by publishing a questionnaire in the September 1976 issue. More than 9,000 teachers responded.

The questionnaire contained both questions that could be answered with yes or no or some other single word and questions that required a sentence or short paragraph for adequate response. Ninety-eight percent of the respondents took time to complete all questions. Many questionnaires were accompanied by a letter or extra notes.

Although this was a limited survey that did not use a scientific sample, nevertheless, the responses do give some indication of the condition of teacher health.

Let's begin by looking at the responses to the yes/no or single answer questions, then discuss them along with the information from the longer answers.

Sex? Female, 89%. Male, 11%. (Men were underrepresented among our respondents. About a third of all classroom teachers—and 17 percent of elementary teachers—are men.)

Is your school rural? 33%. Suburban? 38%. Urban? 27%.

Including preparation, how many hours do you work per day? 10.

How many hours of sleep do you average a night? 7½.

How many days were you absent last year because of illness? 4.5.

Were any of those days stress- or tension-related? No 25%, Yes 75%.

Do you ever call in sick for reasons of fatigue or nervous strain? No 65%, Yes 35%.

Have you been absent from school for an extended period (more than 10 days) in the last five years? No 82%, Yes 18%.

Did you have a cold last year? No 19%, Yes 81%. Flu? No 64%, Yes 36%.

Do you have a chronic health problem? No 73%, Yes 27%.

Have you been accidentally injured in school during the last five years? No 87%, Yes 13%.

Does the physical environment of your school negatively affect your health? No 65%, Yes 35%.

Do you currently take prescription drugs? No 60%, Yes 40%.

Have you ever had psychiatric treatment? No 93%, Yes 7%.

Has your view of teaching changed since you began? No 20%, Yes 80%.

Do you believe there are health hazards in teaching? No 16%, Yes 84%.

Does your principal take an active role in helping teachers stay physically and mentally healthy? No 61%, Yes 39%.

On a one (poor)-to-10 (excellent) scale how would you rate the following:

| | Poor/Fair | Good/Excellent |
|---|---|---|
| Health during the school year | 22% | 78% |
| Health in the summer | 4% | 96% |
| Ability to cope with stress | 23% | 77% |
| Resistance to colds and flu | 36% | 64% |
| Attention to proper diet | 33% | 67% |
| Attention to exercise and keeping in shape | 43% | 57% |

First, we note that 84 percent of teachers responding believe there are health hazards in teaching. The questions that elicited open-ended answers isolated three major areas of health concern—stress; weight, diet, and exercise; and physical environment. We'll examine each area in some detail.

*Stress.* Over and over, teachers named stress (tension, pressure) as the major force affecting their health. The tension arose from predictable sources: large class sizes, lack of teaching materials, increase in discipline problems over the past few years, more public pressures on teachers, schedules that permit few breaks or none. In many localities, elementary teachers are still fighting for duty-free lunch. The schools of some large cities have a rule that primary children may not be left unattended. For teachers without aides, this often means that even bathroom breaks are a major problem.

Another source of stress teachers noted is the difficulty they have in accepting that there are limits to what schooling can achieve. A good teacher can't solve all a child's problems, but many equate acknowledging that with giving up. Many wish they could learn to leave the day's problems and frustrations at school. Several mentioned lack of general in-service education or of specific preparation for new programs, such as integrating the handicapped into the regular school program, as causes of undue stress. Others cited the trend to make the schools (thus the teachers) the major problem-solving agents of society.

A Syracuse, New York, teacher pointed out: "We're asked to assume broader roles, yet we are more and more criticized by the public. Areas once covered by the family and church (such as sex education and moral education) are now plopped on the teacher's lap. We're even administering breakfast programs. The same parents who are demanding that we go back to the basics (reading and math) also want us to teach their children discipline, to teach them right from wrong. It's no wonder more and more experienced teachers are leaving the profession. To do all these things without support is demoralizing."

Teachers recognize that too much stress and tension can lead to physical problems. Indeed, doctors acknowledge that many of the chronic problems teachers listed—headaches; allergies; colds; postnasal drip; hypertension; bladder, bowel, and kidney problems; colitis; "nervous stomach"; acne; and overweight—are often related to tension.

*Weight, diet, and exercise.*

According to their responses, staying the right weight, achieving proper nutrition, and getting enough exercise are teachers' next most important

**By LEANNA LANDSMANN**
*Editor-in-Chief,* Instructor, *Dansville, New York.*

health concerns. About 60 percent eat breakfast—typically, coffee, fruit juice, and toast. Forty percent have only coffee or no breakfast at all.

Lunch is a source of frustration. Only 25 percent buy lunch in the school cafeteria; the rest bring their own or skip lunch. A surprising number wish schools would provide a salad bar with fruit, vegetables, and high-protein sandwiches. Several want the junk-food machines in the teachers lounges removed.

Along with worry about weight comes concern for proper exercise. Many teachers suggest that an exercise period be set aside after school when they can use the gym and pool facilities.

*Physical environment.* As the results show, more than one-third of the respondents feel that the physical environment of the school negatively affects their health. Most of the comments about environment had to do with temperature control in the classrooms. Many teachers mentioned lack of individually controlled thermostats in even new schools. Many old schools are drafty and poorly insulated. Some rooms in modern schools that have large expanses of glass for their outside walls become infernos when the sun strikes them or Arctic with uncontrolled air conditioning. During cold weather, teachers said, they are forced to teach with the drapes or blinds closed to retain heat.

Teachers also complained of poor lighting, flickering fluorescent lights, or too much glare; poor acoustics or too much noise from the neighborhood; cold cement floors, dirty classrooms, and smoked-filled teachers lounges.

A surprising facet of the responses to the environmental question concerned injuries at school. Rather than falls, accidents closing windows, or the like, children caused most of the injuries cited. Children have bitten and scratched teachers, belted them when they were breaking up fights, and caused them both deliberate and accidental playground injuries.

After the questions about health concerns, we asked, "If you could do one thing to improve the health of you and your colleagues, what would that be?" The range of responses was surprisingly narrow. Noting that good health has to do with attitude and morale as well as disease, teachers strongly stated that principals could do much to improve teacher health in any school.

A subtabulation showed that the 39 percent of teachers responding *yes* to the question, "Does your principal take an active role in helping teachers stay mentally and physically healthy?" enjoy demonstrably better health than the 61 percent responding *no*.

Teachers are placing some responsibility for their health in principals' hands because principals can influence so many of the causes of health troubles. Principals can offer more positive reinforcement; help with curriculum decisions, especially controversial ones; act as buffers; and aid teachers in improving school/community relations. They can help reduce class size, foster more open communication among staff members, provide adequate in-service preparation for such programs as integrating the handicapped, sign the work orders to fix drafty windows, and enforce policies that keep sick children home until they are well.

Lillian Bernhagen, past president of the ASHA, who has observed teacher health for 24 years, agrees that the role of the principal is crucial. "You can't separate the mental and physical health problems in teaching. If teachers work in a school with a principal who creates a supportive environment, they will most likely feel positively reinforced and emotionally rewarded.

"But where a principal criticizes and never compliments, morale will drop and teacher absenteeism will increase. Teachers become emotionally exhausted and starved for positive reinforcement. Not long after comes some physical manifestation of frustration and stress."

In spite of teachers' numerous health problems, however, the outlook is bright. Teachers are taking their concerns into their own hands. Some groups are organizing after-school hobby and exercise programs. Several have written to say that either in teacher centers or in informal rap sessions they are beginning to share and solve the problems that plague them. From those sessions come not only the knowledge that "you're not alone," as one teacher put it, but shared joys and positive reinforcement as well.

In some localities, teachers are proposing the district-wide health provisions suggested by Stephen Jerrick of the ASHA:

- Annual physical examinations
- A district physician or medical consultant whom employees can contact for advice
- Access to counseling from a psychiatrist or psychologist
- A preventive medical program with screening and referral for hypertension, diabetes, obesity, alcoholism, and tuberculosis
- Smoking cessation programs
- A breast examination program
- In-service workshops on specific health problems such as proper nutrition, children's illnesses, and stress-release techniques.

What can an individual teacher do about his or her health? First, realize that health is a dynamic state—different for every individual, changing throughout a lifetime. Health is physical and mental well-being, not merely the absence of disease. To be a healthy teacher, suggests Vivian K. Harlin, M.D., director of health services for the Seattle Public Schools, form these habits:

- Have regular medical and dental examinations.
- Eat nutritious and well-balanced meals, and maintain your recommended weight.
- Exercise—20 minutes daily or, at least, 30 minutes three times a week.
- Get sufficient rest.
- Stand, sit, and walk with good posture—not only is it better for your body, but it projects an image of confidence.
- Maintain a positive attitude. Do not let personal problems carry over into the classroom. Talk them out with a spouse, confidant, or doctor.
- Do something every day to pamper yourself. You deserve it—if you aren't good to yourself, who will be? Make time for hobbies, friends, and special projects.
- Analyze your feelings about your job performance. If you're not happy, why aren't you? Maybe you need to find new approaches and methods, attend classes, change jobs, change subject areas, or observe other teachers or schools. □

# Retirement.

# How to plan for it, save for it, and then enjoy it.

## Now You Can Accomplish Your Most Important Financial Goals.

Right now is the best time to start planning for your retirement years... so that later on, when it's time to retire, you will have the financial freedom to relax and to pursue your retirement pleasures.

The UTP Tax-Deferred Annuity Program, developed in cooperation with your Association and underwritten by Horace Mann Life Insurance Company, is designed especially for teachers nationwide. By enrolling in this plan, you will be able to save money from your salary that will be exempt from current income taxes, as will the interest your money accumulates. Taxes are deferred until the money is withdrawn, usually at retirement, when income is generally subject to lower tax rates.

Some advantages of the UTP Tax-Deferred Annuity Program are:

- High guaranteed and excess interest rates
- No surrender or withdrawal charges
- High annuity factors
- Guaranteed lifetime income

### How You Can Save With The UTP Tax-Deferred Annuity Program:

The chart below illustrates how much you can accumulate over the years through the UTP Tax-Deferred Annuity Program with monthly contributions of either $125 or $200. A minimum of $20 per month is required to enroll in the program.

| | $125 PER MONTH — TAX DEFERRED | | $200 PER MONTH — TAX DEFERRED | |
|---|---|---|---|---|
| POLICY YEAR | GUARANTEED INTEREST | INCLUDING EXCESS INTEREST* | GUARANTEED INTEREST | INCLUDING EXCESS INTEREST* |
| 10 | $17,703 | $21,340 | $28,574 | $34,450 |
| 15 | $29,672 | $39,930 | $47,779 | $64,335 |
| 20 | $44,235 | $66,930 | $71,144 | $107,740 |
| 25 | $61,952 | $106,150 | $99,571 | $170,780 |
| 30 | $83,507 | $163,100 | $134,157 | $262,340 |

*** Based on current excess interest rate. Not guaranteed. Not presently available in Connecticut, Hawaii, New Jersey, and New York.**

**For Example:**
A 40 year old deposits $125 a month ($1,500 annually) for 25 years until retirement. That person will accumulate *$106,150* at the current rate.[1] And, with the current annuity factors, this will provide a lifetime income[2] of *$914* a month, at age 65.

[1]The current effective annual rate, including excess interest. Excess interest is not guaranteed.

[2]The current male 10-year certain and life guarantee.

### This Is The Kind Of Retirement You've Earned!

It's Simple To Achieve... That's our policy.

NEA ...We're listening.

**For further information and a consumer guide, please complete and mail the coupon today.**

**Horace Mann Educators • Personal Lines Marketing** TE-4-78
**1 Horace Mann Plaza • Springfield, Illinois 62715**

☐ Please send me detailed information about the UTP Fixed Annuity Program.

☐ Please have a Horace Mann representative contact me.

NAME_____ PHONE_____

ADDRESS_____

CITY_____ STATE_____ ZIP_____

SCHOOL DISTRICT_____ PHONE_____

**Underwritten by:**
**Horace Mann**
**Horace Mann Life Insurance Company**

# Teaching Children To Listen

I once asked a third grade child, "What did you do in school today?" Without hesitation, she answered, "I listened to the teacher." Although I suspect that many teachers wish students listened in class more than they seem to, still I think most would agree with the third grader that listening to the teacher is an important part of almost every child's school day.

What do we know about children's ability to learn by listening? In particular, what happens when children do not understand something they have just heard the teacher say? I do not doubt that most teachers try to give clear and informative presentations of classroom lessons, but after even the clearest and most informative presentations, some students will not understand. What happens then?

In our laboratory at the University of Virginia, Michael Cosgrove and I have been exploring the ways children react when they do not understand something that has been said to them. Using a "referential communication" game in which one person (the speaker) verbally communicates specific information to another person (the listener), we have been studying children's responses to ambiguous messages.

In the game, the speaker and listener sit across a table from each other with a divider between them, so they can only see one another's faces. We put four pictures on the table in front of the listener—for example, a picture of a blue circle, one of a red circle, one of a blue triangle, and one of a red triangle. We put only one of the pictures on the table in front of the speaker—for example, a blue triangle. The speaker describes the one picture so that the listener can pick it out from the four pictures.

In our first study, we asked children ranging in age from preschoolers to fourth graders to play the role of listeners. The speaker was an adult whom we instructed to give messages that varied in their information value. Sometimes the speaker would give an informative message, "It's a blue triangle." At other times, he might give an only partially informative message, "It's blue." On still other occasions, he might give a completely uninformative message, "It's a shape." We told the children that they could win prizes by choosing the correct picture (i.e., the one that matched the speaker's description) each time. We also told them that it was OK to talk to the speaker as much as they wanted.

Although all the children were good at picking out the correct picture when the speaker's message was fully informative, we were especially interested in how they would react when the speaker's messages were ambiguous. To our surprise, only the fourth graders spontaneously asked the speaker questions when they needed more information about a picture. Faced with ambiguous messages, the younger children looked confused, paused a moment or two, and then proceeded to guess at the answer. Since the fourth graders asked lots of questions and since the speaker always answered questions as best he could, it was not surprising that the fourth graders made many more correct choices than the younger children did.

Later, we asked the younger children whether it would have been OK for them to ask questions, and they all agreed that it would have been OK. Apparently, it just didn't occur to them that asking questions would help them to arrive at correct answers.

We also tried to encourage some of these younger children to be better listeners by helping them to plan their listening strategy before playing the game. We advised some of them that when they didn't know which picture to choose, they might try asking questions to help get the answer. Kindergartners and second graders used this little plan of ours quite well. They

By CHARLOTTE J. PATTERSON
*Assistant Professor of Psychology, University of Virginia, Charlottesville.*

asked many more questions and made many more correct choices than children of the same age who did not hear these suggestions. In a later study, we found that first graders instructed in this way continued to be better listeners than their peers even days and weeks later and even with no reminders.

We were impressed with how few of the young children we tested spontaneously thought of asking questions as a way of getting more information when they needed it. We were also amazed at how well they did when we suggested this strategy to them. To us, the findings suggest the importance of teaching children to ask questions when they don't understand something.

Our findings are even more suggestive in light of a study reported recently by Hildy Ross and Janet Killey of the University of Waterloo. Ross and Killey showed a number of pictures to fourth grade children and solicited the children's questions about the pictures. An adult answered all the questions. Since the children were seen in pairs, each child heard the answers both to his or her own questions and to the questions the other child asked. Interestingly, when tested three days later, children were much more likely to remember the answers to questions that they themselves had asked than answers to questions the other child had asked. It seems, then, not only that asking questions is a good way for children to obtain information, but that children are much more likely to remember information obtained in answer to their own questions.

At this point, it may be sensible to ask, Why worry about getting children to ask questions? Don't children ask questions all the time? The answer to that is both yes and no. While a child may ask many questions at home with his or her family, the same child may be much less inquisitive at school. As teachers, we may encourage the belief that good behavior in the classroom consists of keeping quiet while the teacher is talking. Thus, although active, effective listening may often require students to ask questions, teachers may inadvertently foster the belief that good listening requires listeners to remain silent. Observations of elementary school classrooms consistently indicate that teachers commonly ask their students many questions, yet the children themselves ask very few questions.

**Listening to the teacher is an important part of almost every child's school day.**

I hasten to add that such a problem is certainly not limited to elementary schools. I have often noticed in the courses I teach at the University of Virginia that few students venture to ask questions. Late in one semester, I surveyed the students in my Introductory Child Psychology course on this, using an anonymous questionnaire.

The results were revealing. Although 94 percent of the students admitted that they had failed to understand something presented in class at least once or twice during the semester, 70 percent said that they had never asked a question in class. This was in spite of the fact that the overwhelming majority of students indicated that my responses to students' questions were generally satisfactory and informative.

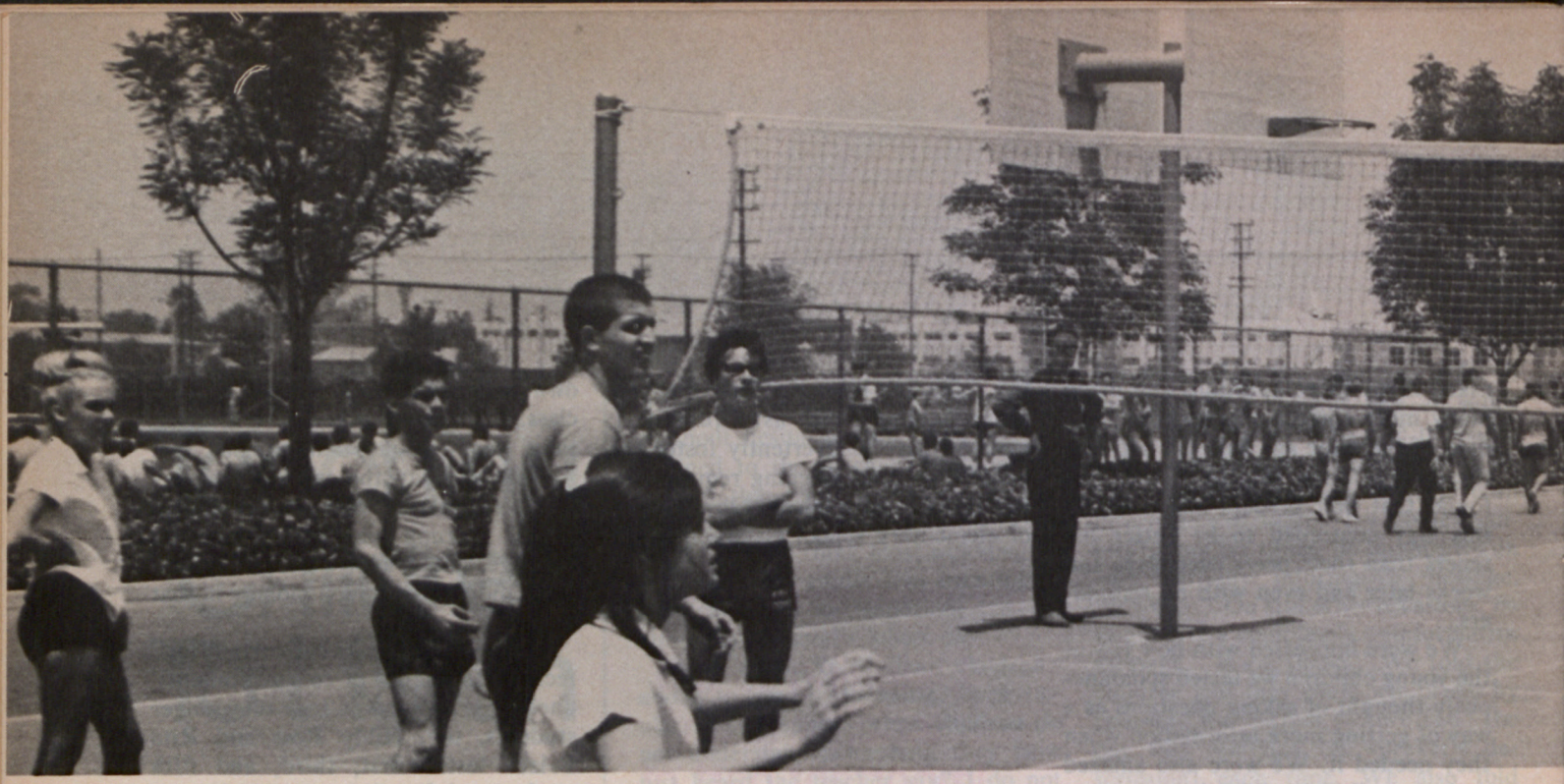
My students cited many reasons for not asking questions. These included fear of looking stupid and a desire not to make themselves conspicuous.

It is also clear, however, that teachers' reactions can have a tremendous impact on the frequency of students' questions. I well remember my own experience in a college biology class. Each day I asked several questions about points that puzzled me. Finally one day the teacher lost patience and asked, "What are you trying to do? Disrupt this class?" I got the message, and I kept quiet after that. But I didn't learn much biology in that class.

Teachers' responses can certainly affect the frequency of college students' questions, and this is true of younger students, too. Hildy Ross and Rita Balzer tested first, third, and fifth graders and found that—regardless of the children's age—those whose questions were answered in a consistent and informative manner asked more questions and learned more than those whose questions went unanswered.

Getting good answers to their questions seems to encourage children to ask more questions. Michael Cosgrove and I have found that modeling can also be an effective technique for this purpose. We asked a group of first graders to watch a videotaped sequence in which an adult listener asked questions to clarify ambiguous messages offered by a speaker in our communication game. Later, when these children played the game, they asked more questions and chose the correct picture more often than children of the same age who had not seen the videotape. Providing examples for children to emulate, then, is a good way to encourage children's questions. It would be easy to adapt these procedures to classroom use by asking one child to serve as a model for others in the class.

Several conclusions seem clear. Children do not always think to ask questions when something is not clear to them. They can, however, be encouraged in various ways—by instruction, modeling, and positive responses to their questions—to do so. And if children can be led to ask questions when they are confused, do not understand, or are curious about something, they can learn and remember more than when they remain silent. □



During the 1976-77 school year, in my capacity as editor of a newspaper for teachers and others in the fields of health, physical education, and recreation, I visited schools at all levels in systems across the country. It was an enjoyable experience. I was impressed by the enthusiasm of the physical education teachers, by their desire to pick my brain just as much as I wished to pick theirs, and by the imaginative ways in which they enlarged their curriculum offerings. This article describes some of the things I saw; its content is limited in two ways.

First, for many children, physical education in any formal sense does not begin until middle school or junior high school, because many school systems do not have elementary physical education specialists. For this reason, I will discuss junior high and high school programs only.

Second, one of the requirements under the curriculum provisions of Title IX of the Education Amendments of 1972 is that all course offerings, including physical education ones, not be segregated according to sex. Not all schools in the United States have yet brought their physical education programs into compliance, but many of them have, and many more are well on the way. This article will deal with sex-integrated physical education programs only.

Buckeye Junior High School is in a working-class area of Columbus, Ohio. It has no extraordinary facilities, but its teachers offer the very best program they can. There are two physical education teachers, Dan Smith and Sandy Dunaway.

The day I was there, in late May of 1977, Smith and Dunaway took a class of eighth and ninth graders to the local elementary school to demonstrate to sixth graders there something about the physical education curriculum to which they would be exposed the next year. The eighth and ninth grade students put on a show of tumbling, South Asian bamboo dance, and other folk and national dance. Then the sixth graders heard about the dress code, about what activities they might participate in, and about what the Buckeye physical education faculty would expect of them.

Later that day, Dunaway taught tennis skills to about 40 boys and girls, and Smith had a golf class. Both classes were held outdoors. In each group, students had the appropriate racket or club and ball. Dunaway gave continual individual tennis instruction, observing and correcting errors in serving, follow through, and returning the ball. Smith made keen observations in the golf class.

Two physical education classes a week are required. Students who qualify by getting all A's or only one B in the first semester may elect to take advanced classes three times weekly in the second semester.

Students at Buckeye are exposed to soccer, physical fitness, field hockey, folk dance, basketball, volleyball, gymnastics, track and field, group games, tennis, and golf. Last year the boys were offered wrestling, and this year self-defense is being offered coeducationally. Dunaway and Smith do a lot of team teaching.

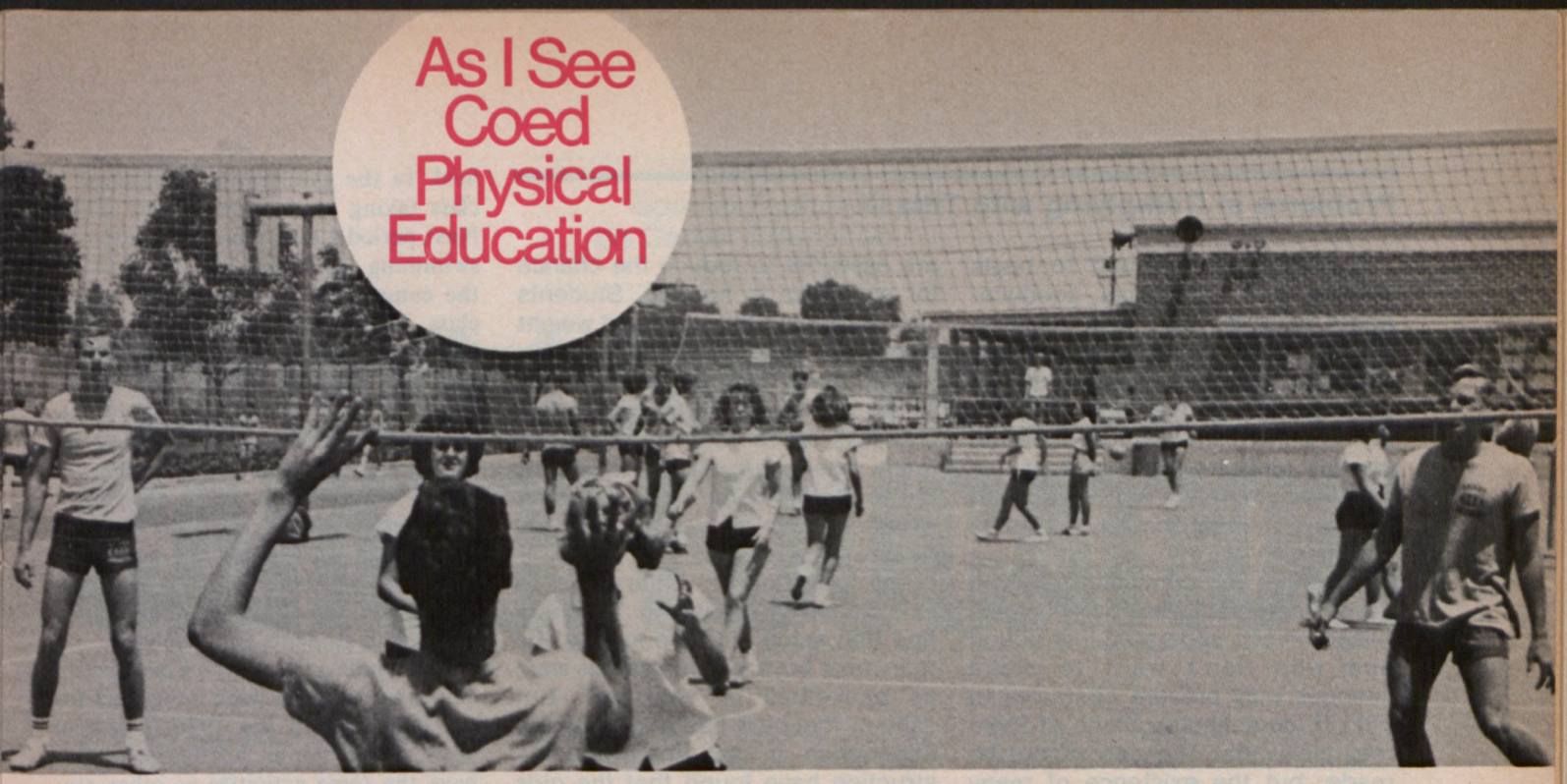
This curriculum is fairly typical of many junior high schools. Buckeye is worthy of discussion because of the determination of the two teachers to continue to improve the curriculum and the positive fashion in which they went about integrating the sexes in their classes although at first they had both been a little afraid to try it.

In Ridgewood, New Jersey, a community much smaller than Columbus, there are just two junior high schools. Both changed to coeducational programs about four years ago (before the Title IX regulations), because they believed that these programs would provide for greater flexibility in scheduling facilities and staff and "that it is only natural that the sexes be treated equally."

One school has four physical education teachers, the other has three, for student bodies of 900 and 800 respectively. The faculty members believe they have designed a junior high pro-

By MARJORIE BLAUFARB
*Editor,* AAHPER Update, *newspaper of the American Alliance for Health, Physical Education, and Recreation.*

# As I See Coed Physical Education



gram that is flexible enough to be integrated into the entire school program. It leaves room for teacher and student to be creative and is easily adjustable.

The range of experiences available to these students during their junior high school years includes team sports such as volleyball, football, track and field, field hockey, flag football, soccer, basketball, and speedball. There are classes in bicycle skills and safety; racquet skills; body mechanics and movement principles; floor exercises and tumbling; jazz dance; self-defense; social and folk dance; advanced gymnastics; and outdoor activities including backpacking, orienteering, and rock climbing.

In the spring semester of 1977, when I visited, golf skills, gymnastics, track and field, and outdoor pursuits were being taught. One group studying rock climbing was learning the proper use of the ropes. When they understood this thoroughly, they would do some rappelling on a course mounted on the outside walls of the gymnasium.

At the high school level, physical education curriculums vary from the fairly rigid, which focus on team sports and a few of the more common individual sports, to programs that include as many as 50 or 60 activities. Students may or may not be required to take specific activities.

A basic core of activities is included in curriculums from Alaska to Florida and from Maine to California. Beyond that basic core, however, local interests are influential. Outdoor pursuits—backpacking, camping, shooting and hunting, and fishing skills—are a popular part of the curriculum where these activities are popular in the community.

At John Handley High School in Winchester, Virginia, health and physical education is a required subject for students in grades 9 through 12. There are nine teachers for about 1,050 students. Classes are 50 minutes in length. The physical education curriculum offers 53 elective minicourses. All physical education classes have been sex-integrated since before the Title IX regulations were issued. In grades 9 and 10, students alternate weekly between health and physical education minicourses.

Students' needs and interests and the availability of staff and facilities determine what activities are provided.

---

## NEA Resolution 77-77: Athletic Programs

**The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.**

**The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs.**

---

Where necessary, the physical education department uses community resources. For example, the school uses the community swimming pool, the city recreation department's golf-driving range and tennis courts, and the facilities of a commercial bowling alley.

A weekend camping trip climaxes the outdoor education course; a trip to the rifle range to fire live ammunition climaxes the riflery course; in winter, after pre-ski conditioning, students can take a trip to a ski run. Some teachers in the physical education department have school bus driver's permits, so it's easy to get students to off-campus activities.

According to Nikki Isherwood, department coordinator, instructors can choose, as much as possible, the courses they enjoy teaching and feel most competent to handle. Also, the teachers do about 40 percent of the instruction in teams. "Team planning is used extensively to provide the best instruction possible at all levels," says Isherwood. Not that there is little individualized planning. The team effort is used primarily to complement, coordinate, and correlate all sides of the learning process. All types of group instruction are used. Even within a large team-taught class, small group work is used extensively to make individualized instruction easier.

I visited John Handley one morning in May. The first class I saw was a large, team-taught archery class on the

## Problems in Complying with Title IX

Some schools elected to begin making their programs coeducational several years ago because they believed it was better for students and teachers. These schools have had an advantage in complying with Title IX because they had already worked out some of the problems and have not been under pressure to meet the July 21, 1978, deadline.

Teachers and administrators who have traditionally had curriculums based on sex-separated instruction and who don't want to make changes may present obstacles to Title IX compliance. Some of them may claim that changes cannot be made, but the existence of many successfully integrated programs refutes this. In-service workshops focusing on teacher attitudes and prejudices and on teaching methods may be helpful in changing negative attitudes.

Facilities may cause real problems. Wherever gymnasiums formerly designated for boys and girls are far apart, students may have to spend class time running through the halls from their locker room to the gymnasium where the class meets. Some schools, however, have solved this problem by dividing existing locker rooms and making minor changes so they can accommodate both sexes.

"Who will supervise the locker rooms?" people ask. The same supervision techniques that worked before should still work. After class, a male teacher or paraprofessional will go to one locker room and a female to the other.

Another often-asked question has to do with tort liability. Some teachers fear they may have increased liability for accidents in sex-integrated classes. I doubt that anybody's liability insurance policy includes small print specifying the makeup of the class as one of the factors to be considered in making claims. It is true, however, that care should be taken in supervision of all classes. Detailed lesson plans and alternate plans for use on rainy days are essential to reduce the chance for accidents to happen. Students should be paired by size and weight when that is appropriate. A 180-pound member of the football squad can injure an 80-pound boy as easily as an 80-pound girl. For many reasons, it may be appropriate to modify game rules for some situations; avoiding accidents may be one such reason.

The question of differences in skill comes up often, too. Teachers find that some girls are less skillful than most boys in some games such as basketball or volleyball. But schools that have had several years' experience in sex-integrated instruction have found that the girls catch up quite quickly.

One other factor that is often mentioned really results from misunderstanding of Title IX regulations. They do not require that there be an equal number of boys and girls in each class. Where curriculums are elective, many more students of one sex than of the other may take a particular class. Misunderstanding the regulations sometimes causes a department to drop activities such as dance or wrestling because administrators and teachers say that girls don't want wrestling or boys don't want dance. Some girls like to wrestle, but nothing in the regulations requires that they get down on the mat with a boy. Some boys enjoy dance, and some football coaches prescribe dance for their squads.

### For More Information

The American Alliance for Health, Physical Education, and Recreation (AAHPER) has published a book, *Title IX, Programs That Work,* designed to assist administrators and teachers to set up such programs, as required by Title IX. The book can be ordered from AAHPER Publication Sales, 1201 16th Street, N.W., Washington, DC 20036. $3.95 each. Stock No. 240-26150.

The AAHPER film *An Equal Chance Through Title IX* also is useful. It is available for rental or purchase through NEA Sound Studios at the same address.

field. In the gymnasium, I watched a class taking instruction in golf skills. Next period I took a bus ride with the swimming instructor and his class to the community pool for a life-saving class. By that time, the class on the field was busy with track and field activities. Because of the team-teaching approach, some were practicing pole vaulting; others were learning relay racing and passing a baton; yet others were putting the shot; and another group was throwing the discus.

Students were receiving individual attention and were learning, and the atmosphere was full of good humor on the part of students and teachers.

At Handley, the adaptive and special education students were integrated for the first time in the 1976-77 school year. With minor adaptations they have the same activities as other students.

The grading system is uniform, the same for all grades and both sexes. Students are involved in evaluation of their own progress. The final period of each school day is devoted to intramurals.

Dance is an important part of physical education at Handley. In many schools, boys are reluctant to become involved in modern dance, although most of them enjoy folk, square, and national dance and of course social dancing. However, when a physical education department cooperates with a music department to produce a musical, as at Handley, boys lose their shyness and enjoy being members of the chorus line.

Not every school or teacher is able to work with this kind of curriculum, but many are. Places near the ocean, lakes, or rivers may teach water sports such as scuba diving and canoeing; some even offer white-water canoe trips. The choice of team games offered varies also. Some areas of the country never bother with lacrosse or with team handball; elsewhere, the same sport may be a big thing.

Perhaps more than in the past, physical education programs vary from school to school, from region to region. One way in which they will soon be alike, however, is integration of the sexes. The obstacles to this can and must be overcome if girls and boys are to grow into healthy, active adults. □

Special Feature
on Career Education

# The Unfinished Business of CAREER EDUCATION

Career education is not a new idea. Growing up to work is a concept that has underlain civilized people's development since the beginning. But over the generations, education came to mean schooling—and learning came to mean something that happens only in schools and colleges—and people thought growing up to work was something that happened *outside* schools and colleges.

Career education rests on the premises that the two are rightly inseparable: that work is not mean or repulsive and that education is essential at all grades and all ages in helping people ready themselves for work—intellectually, socially, economically, emotionally, yes, spiritually. Reform is necessary in the schools and colleges, and also in the places that contribute to the education of our people outside the classrooms. Career education requires new commitments from business, labor, and industry—from governments at federal, state, and local levels.

Let us talk first about work as a component of education. Work has been related to education by official definition from the U.S. Commissioner of Education and by the chief government officer in career education, Kenneth Hoyt. "Career education," says Hoyt, "is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living." "Totality of experiences"—not the experiences that happen from 9 to 3 in classrooms alone or indeed solely in the laboratories and libraries of our universities.

I make bold to say, however, that the primary responsibility for orchestrating what Hoyt calls "the totality of experiences" resides in the formal education structure. Somebody has to be in charge of education, and I do not think it ought to be industry or labor or business or the feds or city hall. It is a function of teachers and professors, school administrators, and state education departments and trustees. If there is to be a larger place for those other parts of our society—and I hold there must be—the initiative for bringing them together rests with the educators.

One of the first goals of career education is to make the idea of work understandable—even by the very young in our elementary schools.

All kinds of work are to be honored, from the honest and necessary ministrations of the cobbler and the window cleaner to the awesome skills of the computer analyst and the surgeon. Work, career education teaches, is good, necessary, and joyful, and people—young people especially—ought to know much more about it in its thousands of different modes and to know much more about themselves, their aptitudes, and their competencies for work.

Elliot Richardson, pleading for engagement in career education, told a meeting of industrial leaders assembled by the Department of Commerce, "There is no satisfaction in life that equals that of work well done. Of all the things that satisfy human cravings, work is the largest. You cannot eat eight hours a day, you cannot make love eight hours a day, you cannot fish eight hours a day—not every day unless that is your livelihood. Work is a satisfaction that no one else can give you—and no one can take away."

I suggest that the nub of our problem is that for whatever reasons, we in this country have stratified and separated work, and we seek to isolate work from learning, labor from the liberal arts. Schools and colleges, with the collaboration—not merely the cooperation—of business, labor, industry, and government are now dealing with that proposition. It is changing education in the United States.

*Business.* At least three kinds of self-interest make collaboration in career education sensible for business.

1. By collaborating, business can help develop better manpower for its operational needs.

2. Business can create a better environment for its work force and facilities by reducing unemployment, welfare, and related social evils.

3. Business can increase the ability of the consumer to buy its goods and services.

These are fairly straightforward, honest, and respectable reasons for joining in this education effort. But another reason is the best reason of all: Business has a new, selfless social con-

By SIDNEY P. MARLAND, JR.
*President, College Entrance Examination Board; Former U.S. Commissioner of Education.*

cern to make a better and fuller life for all people. Enlightened leaders in business and industry have begun to take an active part in the education of our people, not merely as taxpayers, but as working companions to teachers and professors. This kind of teamwork is becoming more common. The attitude behind it has been lucidly and powerfully expressed by the U.S. Chamber of Commerce in its 1975 publication *Career Education: What It Is and Why We Need It.*

Irving Shapiro, board chairman and chief executive officer of Dupont, commented recently that although the continuing high level of unemployment causes concern, the fact that as many as a quarter of the unemployed may be under age 20 is cause for even greater concern. He observed that unemployed young people do not know about jobs and do not have the skills that jobs require. Any increase in the number of jobs available, he thinks, must come from the *private sector*, not government, since government already employs 1 out of every 5 workers outside agriculture.

Mr. Shapiro was pleading for a larger commitment from business to confront the flood of social unrest and human frustration that derives from a youth unemployment rate that has been as high as 20 percent—and double that for minority youth. I believe that business—large business—is ready to join educators to create an educational plan that will provide real-work experience as a part of the educational system, that will reduce the mismatch between manpower needs and developed people.

Work experience is a legitimate part of the curriculum for every high school student; it should be viewed as a laboratory course of equal value with chemistry, biology, or physical education. We should discard the ritual of a six-hour school day—or a five-day week or a 180-day year—in favor of a work-laboratory curriculum.

Because work would be a legitimate part of the curriculum, the learner would not be paid—rather the schools should reimburse the business enterprise for its modest out-of-pocket costs. A variety of legitimate learning experiences can be ensured if a business does not have to justify getting "its money's worth" by turning students into entry-level employees doing repetitive tasks.

Cooperative work programs for pay, work-study arrangements, and paid apprenticeship training are still appropriate. These and other opportunities for earning while learning would *follow* the work-laboratory requirement, which could be fulfilled during any of the high school years.

How does this relationship between the schools and the workplace take form? A multitude of forms may derive from the initiative and creativity of the parties. One example: Recently the Security Pacific Bank in California went to one superintendent of schools and asked, "What can we do to help?" The superintendent replied, "Can you provide 12 places for unpaid real-work experience in your bank for high school students interested in careers in banking?" Today 2,000 students are in Security Pacific Banks throughout California. First they spend 30 hours exploring numerous banking functions, under supervision. They then are offered the option of a 90-hour span on one or two specific jobs, again without pay, in what I have called the work laboratory. The schools award five academic credits for this laboratory learning.

Sensitive teachers make the students' academic work in history, mathematics, English composition, and science compatible with the banking experience.

The bank is happy, finding that many students choose careers in banking, whether they begin immediately or go to college with banking as a goal. The schools are happy. The students are happy.

A number of businesses are carrying out this model in one form or another. I submit that every business, large or small, can find high satisfaction, good public relations, and excellent benefits from helping provide such a program for every student passing through our secondary schools—public and private—for whatever period of days or hours the parties determine.

*Labor.* The relationship of organized labor to career education is less clear. Some say that organized labor is opposed to career education. Not so, in my judgment.

Beginning with the esteemed guilds of fifteenth-century England, historic forebears to our American labor system, labor organizations have practiced career education for centuries. American labor was a prime mover for the Smith-Hughes Act of 1917. Long before the idea was fashionable, the labor movement in America has been a champion of education for all.

But if labor appears, in the eyes of some, to resist career education, there is good reason. The conventional alliance between business and education, which I have cited, has often bypassed labor. Labor in the United States chooses not to be bypassed.

Labor is also very conscious of the statistics of unemployment. When Mr. Shapiro of Dupont rightly and responsibly deplores the unemployment rate of the young, labor quite appropriately can say, "Yes, it's a problem, but we are concerned about unemployment among the old—and the not-so-old—the rank and file who are the labor movement." Any educational reform that threatens them is wrong. Students must not be exploited at low pay or no pay to displace mature workers—even in the name of career education.

I do not believe learners will displace workers. I do believe labor will rally again to education, including career education, so long as it is a part of the design and not a victim of cooptation after the design is formulated.

Charles Bradford, executive director of the National AFL-CIO Human Resources Development Institute in Washington, reports, "Organized labor is giving full support to this concept. But we recognize some problems. Management does not fully understand career education nor does it fully understand labor's place in it. If you want labor's support at the local level, bring labor in at the very start, through the local Central Labor Council or the local plant bargaining unit."

There is no reason to doubt that labor is concerned for education, and for the same ends that business seeks: a sustaining body of developed labor manpower, a good living environment for the workers, a growing market for the goods and services which labor produces.

Back in 1971 when the U.S. Office of Education was studying the feasibility of career education, we asked for the unions' judgment about the idea. We followed the rule of engaging

labor's participation at the start. At that time, we were encouraged by such thoughtful labor leaders as Walter Davis of AFL-CIO and Gus Tyler, education director of the International Ladies Garment Workers Union. In 1973, Mr. Tyler wrote, "The turn to career education is a positive act, a move to restore balance. It recognizes that . . . life still is real and earnest, that physical sweat is no stigma, that there's work—much hard work—to be done, and that an educational system must recognize this overriding and eternal imperative."

Subsequent reinforcement came from Nelson Jack Edwards, vice-president of the United Auto Workers, and from the extraordinary example set by union leaders in the General Motors policy statement of 1975.

If some parts of organized labor are reluctant to join in this reform—which will require not only reform of business and industry and education, but reform of labor itself—it is probable that they have not been sought out on an equal footing from the start to share in finding the solutions.

*Industry.* It is always difficult to separate business from industry and labor from industry. I think industry often has more community or national influence in its role as a producer of goods and services in companionship with labor.

I used the California bank as an example of business. Let me use General Motors as an example of industry's positive role in career education.

In 1975 after deliberation and negotiation with its unions, General Motors adopted a corporate nationwide policy, starting with the earnest commitment of Board Chairman Thomas A. Murphy.

In his policy statement *General Motors and Career Education*, Mr. Murphy declared, "General Motors' support of quality education includes the concept of career education in America's schools and colleges by direct action." The statement then goes on to fix the responsibility for carrying out the policy on every appropriate line officer, including plant managers, throughout the country. This is not a piece of public relations rhetoric. It is an industrywide policy thoughtfully designed, which was studiously weighed with union leaders before adoption.

Started in Warren, Ohio, as an experiment, the program has now moved to 101 of the 110 General Motors plants and installations. There career education coordinators on the company payroll work with schools, labor, and the community. In 40 of the plants, in-plant experience is provided for students, teachers, and counselors.

Many other illustrations from industry can be pointed out—the Bell System, General Electric, Chrysler, the Vought Corporation, and many firms in the insurance industry such as New York Life and Equitable.

*Government.* Federal legislation on career education is strong and shows signs of becoming stronger through the authorities of the Office of Educa-

Career education requires new commitments from business, labor, industry, and government.

tion for General Funding and the National Institute of Education for Continued Creative Activities in Research and Development of the Work/Education Theme. The Education Amendments of 1972, under the caption *Occupational Education*, include virtually all of the theory, philosophy, and implementing measures of career education. The law was never funded, but its passage was a beginning.

By 1974, nine states had passed specific laws prescribing career education; others had encouraged career education through the budget process. Still others are now weighing such measures. Twenty-eight states have established full-time career education staffs, and 42 have adopted affirmative policy statements on career education.

Back in Congress in 1974, the Education Amendments for the first time directly established career education with a modest first stage authorization of $10 million for experimentation and demonstration. This 1974 law established the Office of Career Education in USOE and created a National Advisory Council with a specific charge to keep Congress informed of progress.

The Education Amendments of 1976 reaffirmed career education, extended its scope beyond elementary and secondary education to include schools and colleges, and doubled the authorizations for funding—still in the experimental-demonstration mode.

*Education.* State and federal legislation and the support of Congress and state legislatures are good, but one does not reform education by acts of law. Reform happens in schools and colleges—and in business, labor, and industry—when the people in charge, including the teachers, decide it *should* happen—and not before. Legislation gives encouragement, some financial support, and government authority to stimulate change. But it does not itself produce change. That happens only when the classroom door closes and the teacher and students change. They cannot do it alone, no matter how committed they may be.

I am not speaking of money. Small sums, yes. But career education does not necessarily add on new programs and services and new large costs. It changes what is already there. Some school systems heavily engaged in career education have found they can do the job for as little as $2 per student to meet the new costs of increased counseling services, faculty development, and instructional materials.

What academic benefits derive from this reform? Career education relates to all levels of education and relates the curriculum—*all* curriculums—to occupational knowledge. Very strong evidence now emerging from evaluations demonstrates gains in academic achievement by students in career education. Their reading scores are higher than those of students not engaged in career education; their mathematics scores are higher, too.

These beneficial results have been measured not only in inner cities among disadvantaged children, but in the favored suburbs. The evidence of many school systems tells us that newly motivated young people learn better when they relate the curriculum to their personal destiny—and feel they have some control over it.

Career education will not be introduced unless schools take the initiative—no matter how willing business and labor and industry may be to join hands with teachers, counselors, administrators, and boards of education. Somebody has to say, as the superintendent and the bank president did in California, "How can we help?" or "Can you help us?"

Once a desire to help is expressed, schools must learn the complex task of coordinating the enormous new resources members of the community can offer—not simply as advisers, taxpayers, and consultants, but as full partners in the enterprise.

This means taking risks and sharing authority—practices unfamiliar to the conventional system of education. But the times call on us to take risks if we are to restore the public trust in our schools and colleges, never so slight as it is today.

*The Public.* So we come full circle to the people at large and the students themselves—students of all ages. They do expect more from education than we are now offering.

During the past four years, the Gallup Poll has traced the increase in the public's belief that the schools should relate education to work. (I know of no way except through career education to respond to this call.)

'In 1972, with no prompting or word cues, 44 percent of the Poll sample (more than chose any other topic) named preparation for better jobs the prime object of education. A year later, when the Poll asked specifically about career education, 90 percent agreed that the schools should "give more emphasis to study of trades, professions, and businesses to help students decide on their careers." Gallup observed, "Few proposals receive such overwhelming approval."

Students in college, equally concerned with their future work circumstances, are asking their faculties for more occupational realism. This demand must not be absorbed by the current pragmatic and, I hope, transient preoccupation with jobs. College is much more than job preparation. The high place of the liberal arts curriculum as custodian of the underlying values and wisdom of a developed people is threatened by the demand for job training. The colleges must respond with a new harmony, sustaining the high place of the liberal arts in our society while relating these essential learnings usefully to the occu-

### NEA Resolution 77-19: Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching profession should be encouraged to provide in-service experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs.

world around them. So remember the Unified Special Services seal stands for *quality*, *reliability* and *service* in travel. Look for it in the future and travel with assurance and ease protected by your NEA membership. *Protection no other travel programs offer.*

## A Tour for Every Budget . . .

We have deluxe, economy and first-class tours; cruises; air transportation only; and professional development and independent study programs. Below are a few samples. For a complete listing, send the coupon at the bottom of the page. AVOID DISAPPOINTMENT — DON'T DELAY — SEND NOW.

**IT'S ALL JUST A PHONE CALL AWAY with our new toll-free travel number: 800-424-1050.**

The toll-free number (effective April 15, 1978) will help you get quick answers to your travel questions. You can give us a call from anywhere in the U.S.A. until 9:00 p.m. on weekdays, East Coast time (that way, West Coast members can call after school hours), and from 9:00 to 5:00 on Saturday, East Coast time.

## Tax Deductible!

If you can show that your trip is directly related to the maintenance or improvement of your teaching skills, you may be able to deduct some or all of your travel expenses. Most of the expenses for professional development programs with credit can be deducted. For more information, consult NEA's "Federal Income Tax Guide for Teachers." To get your copy, send $3.00 per guide to: NEA Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516. Be sure to indicate order number 1386-7-00 with your order. NEA pays shipping and handling costs.

## The NEA Travel System . . .

The better way for unified members to see, experience, learn and enjoy the

UNIFIED SPECIAL SERVICES

NEA ...We're listening.

NEA Travel Office TE-4-78
1201–16th Street, N.W.
Room 402E
Washington, D.C. 20036

Please send me:

☐ 1978 Summer Travel programs (complete listing).

☐ Please include my name on the NEA Travel mailing list.

Name_____

Address_____

City_____ State____ Zip Code____

## SUMMER 1978 TRAVEL PROGRAMS

| Title | Class* | Code | Dates | Price | Departure City | Transportation | Countries to be Visited | Tour Highlights |
|---|---|---|---|---|---|---|---|---|
| Japan & Hong Kong Orient Holiday | Combination First and deluxe class | AJH-22—AJH-33 | June through August | $955.00—$1,135.00 Plus 15% tax/service | Various | Air, based on group affinity air fares (NEA membership required) | Japan, Hong Kong | Visit vibrant Tokyo. Continue to one of the most interesting and exciting places on earth, Hong Kong. Terminate your Oriental adventures in Kyoto, formerly the cultural, religious and ancient capital of Japan. Optional tours offered from Hong Kong to Bangkok and Macao. |
| Danube to the Volga | First Class | LR-1<br>LR-2<br>LR-3 | 7/5-7/24<br>7/26-8/14<br>8/2-8/21 | $1,699.00 | New York | Air, based on GIT Air Fare, Motor Coach, Canal Trip Inner country flights | Czechoslovakia, Russia, Hungary | Full sightseeing in Prague including a full day in the country to the Bohemian castles of Nelahozeves and Melnik. On to USSR to visit Moscow, Volgograd, Kiev, Leningrad (two theatre performances, excursion Petrovorets). In Hungary tour the twin cities of Buda and Pest. Full day trip to Danube Bend, Visegrad, King Matthias Palace climaxed by a visit to historic Esztergom. |
| Caribbean Cruises | | LCN-1<br>LCN-2 | 7/15-7/22<br>7/29-8/5 | $565 & up Port taxes $12.50 Supplemental air from 52 cities. | Miami<br>Miami | M.S. Skyward Fly/sea available | Cap-Haitien, Haiti; San Juan, Puerto Rico; St. Thomas, Virgin Islands; Puerto Plata, Dominican Republic. Shore excursions available on optional basis. | Your 7-day cruise with Norwegian Caribbean will be a memorable vacation—relax or participate in endless activities offered. The variety of ports include historical points of interest; lavish nightlife; endless unspoiled, secluded beaches and, of course, shopping opportunities abound. |
| Mississippi River Cruises | | LCD-1<br>LCD-2 | 7/1-7/8<br>8/5-8/12 | $505 & up<br>$505 & up | R/T New Orleans<br>R/T New Orleans | Mississippi Queen Fly/sea from 28 cities on 7-night cruise | St. Francisville; Vicksburg; Natchez; Baton Rouge. | On one-week trip, 2-day New Orleans package will be available at optional cost. Not offered on LCD-3. |
| | | LCD-3 | 7/8-7/19 | $836 & up Port taxes: None | New Orleans to Cincinnati | Mississippi Queen | Baton Rouge; Natchez; Vicksburg; Memphis; Evansville; Louisville. | Combine a storybook adventure and a learning experience as you cruise on the elegant, new luxury steamboat. You'll capture the riverboat flavor of Mark Twain's life on the River and the ante-bellum days of the Old South. Whether your choice is the 7-night or the 11-night cruise, it will be an experience you'll long remember. |

## NEA-AIR ONLY CHARTER FLIGHTS-SUMMER 1978

| Charter Code | Depart | Return | Cities | Round-trip Price |
|---|---|---|---|---|
| KAI-10 | July 25 | Aug. 11 | Atlanta-London-Atlanta | 399.00 |
| KDH-11 | Aug. 2 | Aug. 24 | Salt Lake City-London-Salt Lake City | 499.00 |

## NEA 1978 PROFESSIONAL DEVELOPMENT PROGRAMS FOR CREDIT

### NEA SUMMER WORKSHOPS

| Location | Code No. | Topic | Dates | Sponsoring Institutions | Credit | Cost |
|---|---|---|---|---|---|---|
| West Africa | A-1 | The Cultural History of Nigeria | 7/3-7/21 | University of Pittsburgh & San Jose State University | 3 Semester credits | $1,695.00 |
| U.S.S.R. | R-1 | Studies in the U.S.S.R. | 7/3-7/21 | University of Pittsburgh | 3 Semester credits | $1,050.00 |

* Hotel classification according to the Official Hotel and Resort Guide (OHRG) or similar recognized sources.

**Rates and tariffs are subject to change.**

pational expectations of the learner. It is not a question of either liberal arts or occupational development; it must be both. That is the essence of career education.

At every level of education, the liberalizing power of the arts and humanities has never been so essential to the growth and intellectual development of our people. Vocationalism must not take over.

The brief sketches of career education's impact upon business, labor, industry, educators, the public (primarily students) suggest that it is succeeding. We have come a long way, but we have much farther to go.

The survey of career education mandated by Congress in 1974 was completed in early 1976 by the American Institutes for Research. By extrapolating from the large study sample, the researchers found that 60 percent of our school systems are making at least limited efforts toward establishing career education and consider it "important" or "absolutely essential." Almost 57 percent of the school districts are providing some faculty development in career education. Twenty percent of the teachers are engaged in in-service staff development in career education.

Yet only 3 percent of the districts meet all of the criteria of the survey for the conduct of a comprehensive career education program—500 out of some 17,000 districts. The 60 percent that consider career education important or essential and are taking steps toward installing it make 10,200 districts out of 17,000.

These are impressive numbers for a concept that has been proposed for just five or six years, especially when we consider the autonomy and individuality within our system of education and its staid traditions.

But we have truly only begun. Consider some of the items of unfinished business of career education. A study, entitled "Bridging the Gap," published last year by the College Board, identified a number of these issues. In addition, I offer 10 imperatives—my personal recommendations—for the continued reform of education:

1. We must provide more systematic in-service and preservice education for teachers at all levels, especially in infusing the traditional curriculum with occupational realism.

## Career Education Incentive Act (PL 95-207)

On December 13, 1977, President Carter signed into law a bill authorizing $400 million over the next five years for career education programs in elementary and secondary schools and institutions of higher education. For each year, 85 percent of the appropriation is scheduled to pass through the states to local school districts in the form of grants to establish career education as part of the regular program of instruction and to improve guidance and counseling services.

2. The community, together with business, labor, and industry, must formulate and implement new policies and procedures. Educators must learn to give up some of their traditional territorial claims if the community is to be really involved in providing work-site learning for the young.

3. Counselors in high schools and colleges, so central to career development, must be freed of their paper-shuffling chores so they can engage deeply in the work of career counseling. Many of them must refresh their information about business, labor, and industry so as to equip themselves more fully to help young people learn to make decisions about their futures.

4. As a nation, we must greatly improve our methods of forecasting manpower needs so as to avoid the dreadful waste and frustrations caused by oversupply and undersupply in occupations, like that which is occurring in teaching today.

5. We must move from experiment and demonstration to the installation and operation of career education. Once Congress gives this issue momentum and money, all concerned should get behind it.

6. We must stop implying that career education will solve all our social problems, such as unemployment, drug abuse, declining test scores, crime, and environmental abuse. Career education does address these deep problems, but it cannot solve them alone. We must also make clear again and again that career education is not vocational education.

7. We must remove the obsolete laws and agreements that prevent young people from working, that limit the days or hours of school, that place unreasonable burdens of liability on businesses that offer work sites for students, that give excessive emphasis to credentialing of teachers and counselors and so prevent the use of talented volunteers.

8. We must assess the outcomes of career education and document the evidence that where career education has been systematically installed, the academic growth of young people, including college students, increases dramatically. Intrinsic motivation derives from the learner's own reasoned application to the learning task, but most of those involved in career education have been too busy carrying out the concept to document for others the measurable gains.

9. We must stop talking about worker alienation and get to its root, through education and through improving the work place to make work desirable and joyful. Thus we can make clear to our society that good work in every calling is to be honored. This is a task for all involved—government, industry, business, labor, and education.

10. Finally, we must find the chemistry that will aggregate the enormous power for good that rests among the parts: business, labor, industry, government, education, and the concerned public and the student.

The initiative must come from educators. The other parts do not want to take over education, but I believe they are ready to join forces.

Six years ago many observers commented archly that career education was a passing fad—that like many preceding attempts at reform, it too would pass. If, over the next five to 10 years, we do our work well, there will in fact no longer be a need to speak of career education. We will simply speak of education—for it will have changed. □

**This article is a revised version of Dr. Marland's speech on this subject at the Commissioner of Education's National Conference on Career Education in Houston in November 1976. He first called attention to the concept of career education at the 1971 annual meeting of the National Association of Secondary School Principals in that same city.**

# OUR SKILLS CENTER'S SUCCESS

After 10 years, the Owen O. Sabin Occupational Skills Center is still a rare specimen: a vocational education complex that offers students the opportunity to learn salable skills under skilled workers and professionals, using hundreds of thousands of dollars' worth of specialized machinery and equipment.

Years before most districts acknowledged the need, the North Clackamas District (like its predecessor, Union High School District No. 5) was planning job preparation courses for students who were not heading for college.

By the early 1960's, the District was feeling the need for a fourth high school. The staff recognized two facts. First, many noncollege-bound students were dropping out of the three existing high schools because they had few options there—a few rudimentary shop and home economics classes.

Second, a federally financed study of the attitudes of personnel directors of major industries in the Portland metropolitan area revealed that they were not hiring 18-year-olds because the young people neither had specific training for a job nor "knew how to work."

"Those studies convinced us that we had to do something in vocational education or we would just reproduce in a fourth high school the problems of the other three," recalls then-superintendent Owen O. Sabin.

The District put together $385,000 from the Vocational Education Act of 1963 with the proceeds of a three-year serial levy to establish the Skills Center. An attractive campus was built southeast of Milwaukie, and local businesses and industry were invited to help plan a sound program.

Milwaukie High School distributive education teacher Bob Crain was instrumental in planning the Center. He became the Center's first principal and served in that capacity until his death in January 1976.

More than 1,000 of the District's 4,350 high school students now attend the Skills Center. Originally, the Center provided training in seven job clusters—agricultural production, building construction, child services, electricity and electronics, graphic reproduction, industrial mechanics, and metals. Today five new study areas have been added—data processing, health occupations, marketing and management, nursery/landscaping, and forest products.

The keys to the Center's success have remained constant:

- One element is the composition of the teaching staff. They are experienced craftspersons and professionals who have themselves made a living in such fields as building construction, metalworking, or child care. Most of them were recruited from local industry and business.

Typical is graphic reproduction instructor Meg Arnold, one of seven who have been teaching at the Center since it opened. Formerly owner and operator of her own printshop, she was a member of the original advisory committee that set up the Center's job clusters and shaped its vocational programs.

Industrial mechanics instructor Hilding Olson also had years of experience in his field—23 years, to be exact, as a mechanic, shop foreman, and service manager for General Motors dealers. When he became discouraged about finding qualified mechanics to hire, he joined the Skills Center staff to train some.

The expertise of teachers like Arnold, Olson, and their 29 colleagues is one of the main reasons training at the Skills Center is realistic, practical, and salable.

- Another reason is that the Center teaches students how to work. They learn good work and safety habits, care of equipment, the importance of productivity, and responsibility on the job.

Some classes, such as the metals courses taught by Lee Ammons (Oregon's 1976 Industrial Education Educator of the Year), feature a "pay-in-grade" system. Each grade is worth a certain amount of money, for example, an A might be worth $1,000 and a B, $750. Ammons pays students in paper money for each task they complete. Pay-in-grade, which Ammons originated, simulates conditions on the job, using time cards, time clocks, job orders, individual contracts, and work assignments.

- A third reason for the Center's success is on-the-job training. Students learn skills while producing a usable product, not in a make-work project.

"We didn't want to give our kids leaf-raking projects," says Sabin. "We wanted them to do things they could be proud of when they were through." The first building construction students were assigned to build a model of a hog house showing the construction process, as well as the house itself, Sabin recalls. "Those kids despised working on that model, but they enjoyed working on the hog house be-

By BARBARA HODGSON
*Child Services Cluster Instructor, Owen O. Sabin Occupational Skills Center, North Clackamas School District, Milwaukie, Oregon.*

cause later they could go out to the agriculture production site where they had constructed it and see some old sow and her pigs in it."

That was the first of many useful construction projects; for example, two houses, a vacation home, and several buildings on the Skills Center campus itself. The second house recently sold for about $40,000, and the sale itself became a learning experience that students in the marketing and management cluster shared with a local realtor.

While providing realistic job experiences for its students, the Skills Center has saved the District thousands of dollars. Building construction students built the present child development laboratory, valued at $92,000 upon completion, for little more than $50,000. They have also built ductwork for the dust collectors for school shops, produced the graphics for school newspapers and yearbooks, assisted in elementary school classrooms, and checked and maintained District-owned vehicles in their industrial mechanics classes.

• The Center's mutually beneficial relationship with the industrial and business community of the Portland metropolitan area is another factor in its success.

A six-member advisory committee developed the philosophy and goals of the yet unbuilt center; today more than 100 local business and tradespeople serve annually on the 12 advisory committees—one for each job cluster—that guide curriculums and practices.

Like several others, Bill Simpson, plant manager of Milwaukie's Omark Industries, has served on an advisory committee ever since the Skills Center began to take shape. "It is extremely self-rewarding," he explains, "when you see a program such as this develop in 10 years from a dream to a reality. The challenges, growth, and success of the Skills Center are what make advisory people want to hang in there year after year."

Local businesses have also donated thousands of dollars' worth of equipment and contributed job opportunities for students. Many of these businesses and local institutions serve as training stations, where second-year students in many clusters are placed for a realistic look at jobs in their chosen fields. Level II health occupations students, for instance, choose four one-month rotations in such locations as hospital emergency or operating rooms, physical therapy centers, medical and X-ray laboratories, and dental and oral surgeons' offices.

In return, the Skills Center provides the local business community with hundreds of trained young people ready to go to work immediately after graduation. Many other Skills Center graduates have joined the local labor force after one or two years of additional training at nearby Clackamas Community College or other business or trade schools. Six graduates now serve on the Skills Center's advisory committees; others, like Jay McAlonen, have started their own businesses and have themselves hired Skills Center students or graduates.

McAlonen graduated from the graphic reproduction cluster in 1972 and got a job in Portland, "a job I never would have gotten without my classes at the Skills Center," he maintains.

Later, he started his own firm in Portland, doing photo reproduction work for advertising departments and the media.

McAlonen is not the only graduate who has found Skills Center training a great asset in job hunting. When Cindy Gilbert spent part of her second-year health occupations course in the X-ray department of Dwyer Memorial Hospital, she was asked to take a position there upon graduation. Gilbert's story can be repeated by many other former students.

While training at the Center provides job entry skills for many students, for others it is the beginning of a process that includes attendance at two- and four-year colleges and universities. Typical is the experience of Paul Riggs, a 1974 graduate of the electricity and electronics cluster who continued his education at Clackamas Community College. There he earned a two-year associate degree in electronics technology, using 15 hours of college electronics credit he had earned at the Skills Center. He is working toward a degree in electronic engineering and plans eventually to help develop and test new equipment.

Follow-up studies of Skills Center graduates have established that such experiences are not unusual. Studies of graduates from 1972 to 1975 have shown that six months after graduation at least half are either studying or employed in areas closely related to the job cluster they pursued at the Center.

Of the responding graduates from 1975, for instance, 58.2 percent were in cluster-related post-high school activities—about half in jobs and half in further schooling at a two- or four-year institution.

Beyond career training, the Skills Center has performed a valuable function by helping retain those potential dropouts who worried school officials in the 1950's and 1960's when the idea of the Center was born. "A large proportion of students tell us that were it not for their classes here, they would drop out of school," says child services instructor Claire Ammons. For students who have not done well academically, the Skills Center curriculum provides "the motivation for learning to read, to write, and to do basic math," Ammons maintains. Parents, too, are enthusiastic about the job the Skills Center has done in keeping their children in school, she says.

While the Skills Center has greatly benefited students who do not excel academically, it has neither low standards nor a limited student body. "Vocational education had a bad reputation as a course for slow learners," says Owen Sabin. "We were determined that we were going to enhance its image."

Today, the Skills Center is open to all District high school students. They maintain concurrent enrollment and complete other courses at their home high schools.

Davene Cohen, one of the original advisory committee members, recalls the purposes envisioned for the Center: "While we felt strongly that a youngster participating in the Skills Center program should. and would, come out of the experience with job entry skills and the ability to secure and maintain a job, the primary purpose was to provide for all students the opportunity to become acquainted with a variety of occupations through both direct experience and informal contact with surrounding clusters." The Skills Center still fulfills that original dual role. □

## 50 PIECE SET... PISTOL-HANDLED FLATWARE OF 1776 ...*Beautifully reproduced in stainless steel with the satin-finish look of antique pewter.*

***NOT $44.95! NOT $34.95! ONLY $22.95!***

Your home can reflect the candlelight appeal and gracious atmosphere of Early American Colonial elegance when you grace your table with this incredibly beautiful service. Through a special purchase, we can offer you the famous Pistol-Handled Flatware with all its stunning Colonial simplicity in magnificent, satin finish stainless steel at just a fraction of what you would pay for luxurious Sterling Silver. Each and every piece is a lovely replica of the graceful place settings that highlighted many a candlelit Colonial dinner. The knives are the genuine hollow pistol grip handles; the forks are the graceful 3-tined design. And the entire 50-Piece Set is made of modern stainless steel, to give you years of carefree service.

**LIMITED SUPPLY AVAILABLE AT THIS VERY SPECIAL LOW, LOW PRICE**

Don't be disappointed! Take advantage of this amazing low price while our supplies last. Order now and we'll send you the complete service for 8 including 8 Pistol Grip Hollow Handle Knives; 8 Dinner Forks; 8 Salad Forks; 8 Soup Spoons; 16 Teaspoons PLUS a SPECIAL FREE GIFT of a matching Butter Knife and Sugar Spoon—50 pieces in all. The entire set is yours for just $22.95 on full money back guarantee if you are not absolutely delighted. But don't delay. Due to the rising cost of quality stainless steel, the price of this set will be increased in the very near future. Take advantage of our truly low price while current supplies last. Mail coupon today!

Complete Luxury Service For 8

**CROWN-CASTLE Ltd., Dept. PGP- 746**
**51 Bank Street, Stamford, Conn. 06901**

Please send me the Stainless Steel Pistol Grip Flatware I have checked below on full Money Back Guarantee if I am not absolutely delighted.
(Please add $2.00 postage and handling with each order.)

***Check Quantity Desired***

| | | |
|---|---|---|
| ☐ Service For 8 | *(50-Piece Set)* | $22.95 |
| ☐ Service For 12 | *(74-Piece Set)* | 33.95 |
| ☐ Service For 16 | *(100-Piece Set)* | 44.95 |

☐ Enclosed is $_____

Charge my ☐ BankAmericard ☐ American Express ☐ Master Charge

Card No._____ Exp. Date_____

Signature_____

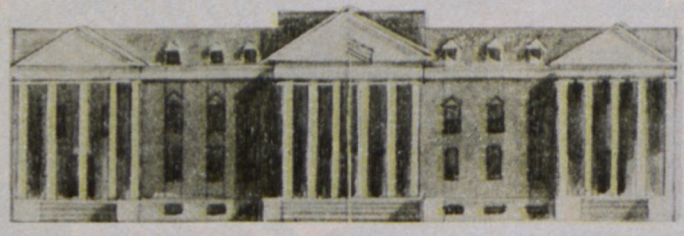
Name_____
(Please Print Clearly)

Address_____

City_____

State_____ Zip_____

**Conn. Residents Add 7% Sales Tax**



# College Tuition: $ Up, Up, and Away!

The question about whether to charge more or less tuition to attend our nation's colleges and universities is about as controversial as the nature-nurture issue in learning and developmental psychology. Some observers claim that as long as adequate student aid is available, no one will be deprived of a college education. Yet mounting evidence shows that the total cost of attaining an education—including such expenses as books and room and board as well as tuition—is for many students one of the key factors in the leveling off in college attendance rates. It is also reflected in the increase in part-time attendance at the lowest cost institutions, especially among middle-income students who have little or no access to financial aid.

Though there have been some emotional outbursts by certain publicists and politicians that college is not really worthwhile, a great deal of evidence indicates that a college education is still the best social and economic investment an individual and a government can make. Research shows much more social and individual stability among the college educated than among those without a college education. The former fill more leadership positions; they are less dependent on social services; they carry out most of the voluntary community work; and they generally have higher-paying, more stable jobs, which allow them to pay more in federal, state, and local taxes for the next generation's education.

Today, college attendance rates are lower than they were in 1969, although the various subgroups of college students show different patterns of attendance. For example, attendance rates for middle-income Blacks indicate that educationally they have become a relatively disadvantaged group. A recent study by the American Council on Education shows that between 1972-73 and 1974-75 middle-income Blacks (from families earning between $10,000 and $14,999 a year) narrowed the gap in college-going rates between themselves and similar whites, but only by experiencing a slightly less severe decline in their rate than the whites did in theirs. Over the two-year period, middle-income Blacks emerged with one of the lowest college-going rates of any group—only those, both Black and white, from families earning less than $5,000 had lower rates. Even Blacks from the next lowest income level ($5,000 to $9,999) continued to have (as they had had in 1972-73) a higher college-going rate than middle-income Blacks did.

But the problem is not limited to Blacks. A variety of studies show that the propensity to enroll in college correlates closely with family income. Census Bureau surveys of families with college-age children have been no exception. Data for 1976 show that families earning less than $5,000 a year were more likely than in the past to have children attending college full-time, but were still only half as likely to have children attending college full-time as middle-income families. Families at the highest income levels (those earning at least $25,000 a year) were 75 percent more likely to have children attending college full-time than were middle-income families.

Although many factors reduce access to educational opportunity, there is little doubt that the increases in

**By RONALD H. FIELD**
*Coordinator, State and Organizational Relations, American Association of State Colleges and Universities, Washington, DC.*

tuition have become a major one. A recent study by the American Association of State Colleges and Universities (AASCU) has shown that the increase in tuition and fees from 1969-70 to 1976-77 for state colleges and universities was well above the rise in inflation for the same period. AASCU found that the average undergraduate tuition and fees increased 66.2 percent for state residents and 84.4 percent for nonresidents. During the same period the Consumer Price Index increased 55.2 percent.

As a result, where grants, scholarships, and other forms of financial aid are not available and where families cannot foot the bill, students have to mortgage their futures by taking out expensive loans—if they can get them—in order to go to college. Oftentimes, they simply decide not to go.

Even worse, given current federal and state policies, no end to this dilemma is in sight. Projections compiled by Oakland Financial Group of Charlottesville, Virginia, indicate that by the time a child who is now one year old is college age, the total cost—including tuition, room and board, travel, and incidentals—of earning a bachelor's degree will be in current dollars $47,330 at a state university and $82,830 at a private college.

To be sure, many factors have contributed to increases in tuition—the most important in recent years being the impact of inflation.

Another factor has been the federal emphasis since about 1969 on need-based grants and loans rather than on direct aid to institutions as the predominant form of federal support for undergraduate education. Though an important supplement, student aid should not become a substitute for low tuition. Unfortunately, as it is presently constituted there is at least a possibility that student aid, unaccompanied by adequate institutional aid, can force tuition up. Since federal student aid includes tuition in formulas for calculating the amount a student receives, colleges and state officials are tempted to raise tuition and other student charges to capture more federal dollars, albeit indirectly.

The key issue is the effect of all of this on access to educational opportunity. In May 1976, AASCU published a *Low Tuition Fact Book* that presented eight "basic facts" about tuition and educational opportunity. Some of them have already been touched on here, but some others also deserve attention.

One major item concerned data for Vietnam veterans. In states where colleges charge low tuition and where colleges are easily accessible, a high percentage of veterans have attended; in states where this is not the case, a smaller percentage of veterans have attended. An in-depth study by the Educational Testing Service supports these findings. It concludes that access to low-tuition colleges is the principal reason that more veterans go to college in some states than in others.

Reduction of benefits under the G.I. Bill, which for over 30 years has been a major stimulant in veterans' college attendance, now promises to exacerbate the issue.

Numerous studies have shown that a change in the net price of higher education, that is, in the amount the student must pay in tuition less any student aid, affects enrollment rates. In a recent article, Carol Van Alstyne of the American Council on Education mentions two such studies by the National Commission on the Financing of Postsecondary Education. One in 1973 found that for every $100 change in net price, there is a 1 to 3 percent change in enrollment. A 1975 study showed a change of 2 to 4 percent in enrollment for every $100 change in net price. Also in 1975, Stanford Research Institute found that for every $100 decrease in tuition, institutional enrollment would increase more than 1 percent among students from families earning more than $12,000 annually and more than 7 percent among students from families earning half that much.

For example, the University of Wisconsin system in 1973 drastically lowered tuition at two of its two-year centers to determine the effect on enrollment. At all other two-year centers, tuition was maintained at system-wide rates. The drop in tuition of $331 produced a remarkable enrollment increase of 47 percent at one center and 23 percent at the other compared to an average increase of 7 percent at the nonexperimental centers. For every $100 reduction in tuition, there was an 8.8 percent average increase in enrollment. Further investigation shows that most of the new students would not otherwise have attended any college at all.

Since World War II, the United States has taken several important steps toward the goal of universal higher educational opportunity. These include large-scale expansion of state colleges and community colleges, the G.I. Bills, special programs for the disadvantaged, and student aid programs—whatever their limitations. But rising tuition and lower than expected enrollment rates (as well as alarming steps in several states to cut back appropriations and tighten admissions, often for fiscal reasons) suggest that we are losing ground in our fight for equal access to educational opportunity.

To counteract this trend, the National Coalition for Lower Tuition in Higher Education, a group of more than 40 national and regional organizations, has begun to act in the states to seek the appropriations necessary to ensure continued low-cost access to quality higher education. The Coalition seeks to have its various constituents join forces in demonstrating broad public support for postsecondary education. The National Education Association is a founding member of the Coalition.

It is hoped that such action will bring about a state-by-state analysis of educational policy, with prime emphasis on recognizing the relationship between access and cost. The National Coalition is committed to the following concepts:

- All Americans have a stake in low tuition.
- The progress of our nation depends on a growing pool of well-educated and productive men and women.
- Adequate public financing of their education is an investment in our future. □

Information on the National Coalition for Lower Tuition in Higher Education is available from the author or from the NEA.

The *Low Tuition Fact Book* is available for 50¢ a copy from AASCU Publications, Suite 700, One Dupont Circle, Washington, DC 20036.

# SO YOU'RE INTERESTED IN TEACHING CENTERS...

The federal Teacher Center Law (Sec. 532, PL 94-482) became fully operational on January 11, 1978, with the U.S. Office of Education publication of the Final Regulation governing the implementation of the law. With the long-awaited final regulations, teachers have the go-ahead to pursue participation in this competitive grant program for which the Congress appropriated $8.25 million out of the $75 million it authorized in the law.

The first phase of the process has already been completed. By March 30, local proposals were submitted to state education agencies. During that first phase, teachers, supported by their local associations, formed the Teacher Center Policy Boards required by the law. These Boards, which also include school board and university representatives, examined the needs of teachers and how a teacher center program could meet those needs. The Policy Boards developed written proposals to meet those needs and formally approved the proposals. Then local education agencies or universities submitted them to the state education agencies.

During this second phase, in April, the state education agencies are reviewing local proposals. They will forward the ones they recommend to USOE by May 1.

In the third phase, USOE will review these proposals. This process involves using readers from around the country who will review the proposals and recommend to U.S. Commissioner of Education Ernest Boyer which ones should be funded. A majority of the readers will be classroom teachers, according to Allen Schmieder, USOE program manager for the federally funded local teacher center program. USOE involvement of classroom teachers in this kind of review represents an important accomplishment for the NEA in our efforts regarding the teacher center program.

By September, USOE will have awarded the grants. At that time, some local teachers will be eagerly opening up a new teacher center. To those colleagues we offer congratulations and best wishes for success. They should remember that the state education agency provides technical assistance and that the Association (UniServ and Instruction and Professional Development staff) needs to be informed about the progress of the centers and involved in their activities where appropriate.

Unfortunately, many of the proposals submitted by local agencies and universities will not be funded because of the limited appropriation this budget year. Teachers who worked on these proposals should consider the rejection of their proposal just a temporary setback. Proposals can be submitted another time. Teachers whose proposals were rejected should ask USOE what was wrong with the proposals and go back to the Policy Board with suggested changes. Then the Policy Board should modify the program and resubmit a proposal the next time grants are available (possibly within a few months).

Teachers who did not submit proposals this year and who are interested in forming a teacher center should act now. They can read the material distributed by NEA for this round of teacher center proposals (UniServ and state IPD staff have copies) and also examine what existing teacher centers are doing. They can form a Teacher Center Policy Board and begin developing a program. In addition to forming a Policy Board, they can begin a teacher needs assessment program.

As NEA monitors the teacher center development process, it will collect information on how, where, and why it works and information on how, where, and why it doesn't work. It is critical that teachers keep the Association informed if they experience problems in any stage of implementing this law or if they get great help in implementing it. For example, they should contact their UniServ representative and state IPD staff if the local administration prevented them from getting a proposal submitted or if the local administration was particularly helpful in developing a proposal.

If teachers continue to show interest in this program by submitting many proposals, and if the Association documents the need for changes in the law and regulations and for retaining their good features, the NEA will be in a better position to strengthen and expand the program. This could lead ultimately to the point of ensuring that each Congressional district has at least one such teacher center to serve teachers. All of this places a great responsibility on teachers and the Association to take the necessary actions to ensure the effectiveness and success of the teacher centers.

---

—**Don McComb**, *professional associate, NEA Instruction and Professional Development, and* **Alan Willsey**, *UniServ representative, Syracuse, New York.*

# A PROMISING APPROACH TO STAFF DEVELOPMENT

Educators are finally realizing that however imaginative and sound a new concept or program approach may be, it cannot be successfully implemented unless those who are to carry it out clearly understand it, have a strong commitment to make it work, and are provided with the resources necessary to do the job. Because PL 94-142, the Education for All Handicapped Children Act, requires extensive changes in the school system, its success depends on extensive staff development programs.

Teacher centers will be an important means of providing such programs and bringing together educational specialties and can thus contribute substantially to the effective implementation of PL 94-142.

The authorizing legislation for teacher centers (Sec. 532, PL 94-482) differs in several ways from PL 94-142. The latter was largely a result of court decisions related to the civil rights of students, is aimed at societywide change, will directly involve all educators, is quite specific about many expected procedures and outcomes, and may eventually be supported with billions of dollars. The authorizing law for teacher centers has a funding authority of $75 million and is very nonprescriptive regarding program substance.

The requirements of the handicapped law include the development of nondiscriminatory testing procedures, individualized educational plans for children, and the placement of each child in the "least restrictive environment." Teachers will, therefore, have to be centrally involved in developing individualized instructional programs for their handicapped students and will be the prime architects and keepers of the least restrictive environments in which these programs will be carried out. It is, in fact, probable that to carry out effectively such individual plans for a few will require increased individualization for all.

Teacher centers may be extremely helpful in carrying out this most progressive piece of federal education legislation. The teacher center is designed to involve teachers more fully in their own professional development and to help them cope with everyday instructional problems as well as with changing situations caused by new systemwide needs and requirements.

A teacher center can be defined as a place, with a fixed or changing location, where teachers and other educators can share successes, use a wide range of educational resources, and receive training specifically related to their most pressing instructional problems. A teacher center's programs are meant to benefit practicing teachers primarily—but other kinds of educational personnel may take part.

If the existing teacher centers have any one outstanding characteristic, it is diversity. Although the new teacher center legislation will require centers to have certain common features (e.g., a policy board on which at least a majority are classroom teachers), the projects supported by the new law will probably be as varied as those already in operation. Education in this nation is an essentially local enterprise, and because the Teacher Center Law does not lay down many restrictions, it should stimulate the usual unusual creativity that has become the mark of many of the federal programs started in the last decade. Such great diversity reassures us that our educational system is functioning the way it should and reflects what most feel to be a healthy condition.

Integrating the resources and potential power of teacher centers with those prescribed by PL 94-142 should go a long way to ensure the success of both ventures. But such cooperation will require careful consideration of the two programs' apparent similarities and differences.

Several common or complementary characteristics make relating the two programs attractive. The most important of these are outlined below.

*Staff Development.* PL 94-142 creates a need for staff development programs, and teacher centers can provide such programs. In writing the Teacher Center Bill, Congress recognized the importance of the relationship between the two programs by requiring that all supervisory boards of federally supported teacher centers include representation in special education. Thus it ensured that centers will consider the most important needs of special education.

*Common Goals.* Many of the objectives considered essential to the education of the handicapped and to the development of the least restrictive environment for learning have ranked among the topics of greatest interest in most existing teacher centers: classroom management, diagnostic-pre-

By SAM J. YARGER
*Professor, School of Education, Syracuse University, and*
ALLEN A. SCHMIEDER
*Chief, Teacher Center Program, U.S. Office of Education.*

scriptive teaching techniques, individualization of education, and improvement of self-concept. In fact, the outlines of some of the programs proposed for improving the education of the handicapped sound so much like descriptions of some teacher center programs that they could easily be interchanged. Many of the basic methods of improving education for the handicapped suggest ways of improving the education of all children.

*Cooperative Decision Making.* Both teacher centers and programs for educating the handicapped have emphasized shared decision making. Although the mix of constituents has not always been the same, both programs have had considerable success in marshaling diverse resources to meet particular needs. Teachers have probably been more involved in developing teacher centers, however, and parents probably have been more active in developing programs for handicapped children. Although the appropriate mix of participants will be decided in each locality, the ability of various individuals, institutions, and organizations to work together in efforts to improve instruction for children is a strong foundation upon which to build relationships between teacher centers and those interested in improving education for handicapped children.

If the relationship between the two programs is to deliver on the promise such cooperation could bring, certain issues will have to be confronted. These issues are developmental, not subject to quick and easy solutions. They are program content, program scope and focus, territory, governance, funding, and trainers.

*Program Content.* Although a great deal has been written and said about the need to help regular classroom teachers improve the instruction of handicapped children, little has been determined about just what must be done. Undoubtedly those who have worked for many years in special education have many good ideas about program content; most likely, so do those who have worked in the regular classroom and in teacher education.

*Program Scope and Focus.* Basic questions that must be dealt with as programs develop include, Who shall be the basic recipients of program efforts? and What should be the intended target area? Whereas traditional in-service programs have usually been designed for groups, often for entire districts or entire regions, teacher centers have generally provided programs for single schools, individual classrooms, and individual teachers. This divergence is compounded because programs on teaching the handicapped, whatever the size of the service area, will generally concern teaching a minority of the students whereas teacher center programs will generally be concerned with improving the instruction for all students.

PL 94-142 requires close cooperation between in-service and preservice teacher training programs. Although many teacher centers deal with both, most do not, and the Teacher Center Law does not require such coordination. PL 94-142 requires educators to deal directly with the needs of students, while teacher centers and most other staff development programs of the last decade have focused on the needs of teachers.

**Teacher centers can contribute substantially to effective implementation of the handicapped law, PL 94-142.**

*Territory.* Coordinating specialized programs to improve the instruction of handicapped children in a regular classroom will raise many questions about who is in charge. Until now, most special education teachers have operated relatively independently from regular classroom teachers, creating an unintentional yet evident elitism. Many regular classroom teachers, already overburdened, will be reluctant to take on the important additional responsibility for handicapped students. Some will consider some of the specific requirements related to handicapped children as an invasion of their professional prerogatives. Programs for the regular classroom, whether introduced through a teacher center or not, will not be well-received if designed and carried out by specialists who have a tradition of doing their work outside the regular classroom.

*Governance.* Special education programs have developed a tradition of parental and community involvement in program planning. The Teacher Center Law does not require such involvement. Clearly, if staff development and teacher center programs are to have any effect on the way children and teachers interact, community and parental support will be most beneficial. On the other side, regular classroom teachers may consider many of the programs associated with the implementation of PL 94-142 to be mandated, even forced, so some hostility may arise between them on the one hand and parents and special educators on the other.

*Funding.* At present it appears that programs designed to help teachers deal with handicapped children in regular classrooms are going to have far more money than teacher centers. Advocates hope the teacher center program will eventually also have substantial long-term support.

*Trainers.* As programs developed through teacher centers help teachers deal with a wide range of children in the regular classroom, the question of who should take the lead in the necessary training programs will certainly emerge. Nearly every type of educator perceives himself or herself to be best equipped for this process. Obviously, programs of instruction must be designed to use the skills of all concerned constituents, because all have important contributions to make.

Despite such difficulties, however, the effort to relate effectively the two programs has one powerful support: the constituencies of both the Teacher Center Law and the Education for All Handicapped Law are committed to making the laws work. The problems identified are challenges that can and must be met if either program is to succeed. □

Adapted from *Teacher Education and Special Education,* Journal of the Teacher Education Division, Council for Exceptional Children, Reston, Virginia.

# Basic Skills of TV Viewing

The TV generation is turned on by visits to their local TV stations.

Consider this. A 1977 survey conducted by the Roper Organization revealed the following information:

- Sixty-four percent of the American people get most of their news from television; the percentage among younger Americans is much higher.
- The public considers television the most believable communications medium by a two-and-one-half-to-one advantage over its closest competitor, the newspaper.
- Seventy-five percent of the American people receive most of their information about political candidates in national elections from television.

In addition, other sources estimate that students graduating from high school will have spent 50 percent more hours watching television than they will have spent in school and that at the present rate, people will end their lives having spent more time watching television than doing anything else except sleeping.

Meanwhile, schools are being criticized because they aren't spending more time teaching the "basics"—that is, among other things, teaching reading. The purpose of a school's language arts program, though, is not just to teach reading, but to teach children how to communicate effectively in society.

In the last quarter of the twentieth century, most people just aren't reading very much—and that includes educated people who *can* read, as well as that phantom percentage who can't. People are watching television. That's how they're entertained; that's how they're informed.

This is not to say that reading and writing skills should not be taught. They continue to be indispensable. In addition, though, schools must begin to teach television-viewing skills to every student.

A comprehensive television education program prepares students to cope with television by familiarizing them with the symbols, grammar, and techniques of visual communication; by helping them understand the nature of television, the medium and the industry; by helping them develop critical viewing skills; and finally, by suggesting ways to take action against television when they think it necessary. The following activities, most of which come from the Milford (Ohio) Schools, suggest ways that television education goals might be met.

- A fourth grade teacher wanted her pupils to see a television station. Because of the fuel shortage, the trip couldn't be arranged. Rather than give up the idea, she and a colleague went to the station, recorded the tour guide's commentary, and shot slides of everything he talked about. They could then take their classes—and everyone else in the school—on a slide-tape tour of the station without ever having to leave their classrooms. If the teachers couldn't answer some of the pupils' questions ("How do they make it look like Captain Windy is flying?"), they telephoned the tour guide and got the answers.
- Students in a Television and Society class talked about their feelings of powerlessness to affect television programs. They decided to write letters criticizing or praising something they'd seen, either a program or a commercial.
- A second grade teacher asked her class to name their favorite television program. (It wasn't a particularly good one.) They began to talk about it, recounting episodes and talking about their favorite characters. Watching the program became a class assignment. After several weeks, pupils began to realize that all of the stories were variations of three or four simple plots, that much of what happened in the shows was a result of coincidence, and that the characters weren't very "real" at all.

Some pupils read reviews of the program that the teacher had simplified and rewritten from magazine reviews. They wrote their own reviews. Others wrote and performed their own episodes of the show drawing on their understanding of how the characters behaved in certain situations. Several children stopped watching the program. ("It really isn't very good," one said.) Others continued watching it, with the knowledge that "even though it isn't very good, it's still fun to

**By JON SHORR**
*Ph.D. Candidate at the University of Cincinnati; Former Co-Director, Milford Visual Communications Project, Milford (Ohio) Public Schools.*

UNDERSTANDING THROUGH TRAVEL

**BRYAN WORLD TOURS**

A most unique travel adventure series sponsored by the Council on Intercultural Relations, Inc. We offer some very unusual advantages. Before you make any travel plans, see our folders. You will be glad you did! Check your interest and write:

( ) **AROUND-THE-WORLD ADVENTURE**
Return via Holy Land or U.S.S.R.
July 10 - Aug 10, 1978

( ) **TRANS-SIBERIAN RAILWAY ADVENTURE**
6000 miles across U.S.S.R. by Trans-Siberian Railway (Three departures) June 8, July 27, & Sept. 6, 1978

( ) **AFRICA ADVENTURE**-Nov. 1, 1978
(Victoria Falls, 10 day safari, Kenya, Egypt, etc.)

( ) **CENTRAL AMERICA ADVENTURE NEW YEAR'S PARTY**
Dec. 28, 1978 - Jan. 5, 1979

( ) **SOUTH AMERICA ADVENTURE**
(Two departures) Jan. 7 & Feb. 1, 1979

( ) **ROYAL INDIA-NEPAL ADVENTURE**
Feb. 22 - Mar. 14, 1979

Write: Dr. David M. Bryan
P.O. Box 4551-G Topeka, KS 66604

**ARIZONA TEACHER PLACEMENT SERVICE**

Since 1947

*Serving Arizona, California New Mexico, Nevada and West Texas*

638 West Indian School Road
Phoenix, Arizona 85013
Tel. 602-263-5532

**It's Like Nothing Else!** A Maine Windjammer Cruise.

Come aboard and sail the Maine coast with us. You'll find beauty, lobster bakes, serenity, a little adventure and new friends. $265 weekly includes everything. For brochure call 207-594-2923 or write Capt. Dave Allen.

Schooner J. & E. Riggin Box 571L Rockland, Maine 04841

**NEED EXTRA CASH?**

**Make Money in Your Spare Time**

**Earn $5000 on 100 average orders.**

Sell Brand Name Candies, at wholesale, to fund raising groups at school, etc. Hershey's Reese's, M&M's Candies, etc.

**Have a business of your own.**
No experience or capital required. Work when, where and with whom you want. Year round.

**Free info.** Call toll-free 800-621-0164 or write

PSMC Corp., Dept. 7003, 4529 S. Knox, Chicago, IL 60632. Our 30th year.

CIRCLE QUICK-ACTION CARD NO. 25

watch that particular TV program."

• The principal of Pleasant Hill Elementary School wanted his school's nighttime Christmas program videotaped so it could be shown in school to all the children who were in the program and also to those who hadn't participated in it or seen it.

A senior from the high school was appointed producer-director of the taping. She met with Pleasant Hill's music teacher, attended rehearsals, and began planning coverage of the event.

On the day of the program, she discussed the shots and camera positions with her crew, other high school students. Then, with no less tension than surrounds a network special, they taped the program.

The elementary kids loved it. And the high school crew, in addition to enjoying getting out of some classes, got a taste of how hard it is to produce a real television show.

• Marty Ducheny, principal writer of Taft Broadcasting's *Max B. Nimble*, a local children's show, spoke to a class about how television shows are made, problems that professionals encounter trying to produce a high quality children's show, and differences between a commercial broadcaster's interests and a consumer's interests.

Usually, though, media experts are not available to visit classes (especially at 7:45 a.m.). Three high school classes worked to minimize this problem. The TV and Society and News and Documentary classes identified experts on specific subjects—cable television, public TV, broadcast criticism, etc. They researched the subjects, prepared questions, and appointed one or two students to conduct interviews with the experts in each field.

One student went to a TV station to interview the news director about live news coverage. Two TV Production students taped the interview, with rented color TV equipment, which they operated more professionally than some of the pros who watched them.

By the end of the project, there were seven interviews, all on color videotape, which could be used at several grade levels when their topics became relevant.

• One class talked about the kinds of workers who regularly turn up on television shows—law enforcement officials, doctors, teachers, truck drivers, etc.—and the images of their jobs that television conveys. Students said that some occupations they were familiar with were simplified; others, glorified; and some, stereotyped or in some other way misrepresented. Students had assumed that occupations with which they were unfamiliar were represented accurately on television. When they analyzed what they thought, they realized how much they accept television without questioning.

• One teacher took her class to a Cincinnati Bengals' football game—on slides rather than in person. Their trip concentrated on how a sports event is televised. They traveled up and down the field with the mobile camera, climbed high above the 50-yard line to three other cameras, sat in the announcers' booth, watched the slow-motion machines repeat plays down in the mobile control room, and listened to the director explain how he decides what pictures he wants from his seven camera operators.

• A group of 125 sophomores watched "Bless the Beasts and Children." Before seeing the TV film, they had been given study questions and excerpts from several reviews. They spent the next few days discussing the film.

The media classes talked about film techniques, music, and imagery. A literature class that had just read the novel examined differences between the two versions and discussed the strengths and weaknesses of print and film media. Some psychology students discussed the characters' emotional problems. And the ecology class examined the pros and cons of the annual buffalo slaughter around which the story centers.

• Several teachers post lists of programs that they recommend for student viewing. In addition to the usual educational specials, they call attention to commercial entertainment shows when the program relates to class content.

• A fifth grade class was studying news but couldn't relate to most of the stories on the evening news shows. The teacher gave them a simulation assignment. The class became the news department for a local TV station whose camera crew and reporter had just returned from covering a fire at a

local elementary school (their own). The teacher gave them the facts of the story and 40 photographs (staged one Saturday with the help of the local fire department).

The students had to write the story and select the pictures they would use to depict it. As they worked on the assignment, they became aware of such sophisticated topics as editorial policy, "management" of the news, taste, audience, and invasion of privacy versus the public's right to know.

• At the conclusion of a television study unit, one teacher tested her class by asking them to respond to several situations as if they were television station managers. A sample situation she gave is, "Some people want you to give live coverage to a city council meeting at 1:30 in the afternoon. What would be your reasons for and against televising the meeting then?" The activity, in which students were allowed to use their notes and work in pairs, tested their understanding of television from a commercial broadcaster's point of view.

Television affects virtually everyone in this country. Everyone learns from it, but children and uneducated adults learn the most. They see other lifestyles and cultures, sometimes shown accurately, sometimes not. They see that violence is the easiest way to solve problems. They see that materialism is the only way to true happiness. People's perceptions of the world are shaped or reshaped by television.

Television awareness and coping skills can be taught to first graders, twelfth graders, adults, and everyone in between. These skills can be integrated into most subject areas or isolated as a separate discipline. They can be taught by teachers with degrees earned in 1977 or in 1937. Teaching the skills can require thousands of dollars' worth of color television equipment or just the students' memories of the television shows they've watched at home.

After all the possibilities and all the "yes-but's," television education really requires just one thing: a commitment on the part of educators to teach the basics—not the basics of a bygone era, but the basics of our contemporary society. Understanding how to read and cope with television is one of the most important of those basics. □


# Catalog of Free Audio/Visual Safety Education Aids

**From UL, the world's best-known safety testing organization**

Here's a great source for material to build student interest in safety:

- 16 mm color films
- 35 mm slide presentations
- Brochures • Pamphlets
- Literature

Subjects covered include fire, electrical power, product torture tests and the story behind Underwriters Laboratories.

Write Now for Catalog

UL UNDERWRITERS LABORATORIES INC.®

**Underwriters Laboratories Inc.** TE-578
Educational Department
207 East Ohio Street, Chicago, Illinois 60611
Please send me your catalog of free teaching aids on safety.

Name_____
School_____
Address_____
City_____ State_____ Zip_____

CIRCLE QUICK-ACTION CARD NO. 41

# Paper Backs!

For English and Social Studies (Grades 9-12)

We stock thousands of titles from BANTAM • BALLANTINE • DELL • SIGNET • AVON • POCKET BOOKS • and all of the other major publishers of standard size paper backs.

**30% Discount** on class adoption orders (5 or more copies per title).

We pay the freight and ship by fast UPS.

Send for our free catalogs (which include Modern Fiction, Classic Lit, Drama, Poetry, Sociology, Political Science, Psychology, and many others).

SSS

Suits News Company
5601 Enterprise Dr.
Lansing, Michigan 48910
Please rush all catalogs.

Name _____
School _____
Address_____
City _____
State_____ Zip _____

82

CIRCLE QUICK-ACTION CARD NO. 46

# the College comes to YOU

*A NEW KIND OF EDUCATIONAL OPPORTUNITY*

- EARN AN ACCREDITED UNIVERSITY DEGREE AT HOME
- ENJOY WIDE FLEXIBILITY IN CHOICE OF STUDY TOPICS
- ENRICH YOUR KNOWLEDGE AND CULTURAL BACKGROUND
- BECOME A MORE COMPLETE PERSON!

California State University, Dominguez Hills, offers you the opportunity to participate in its interdisciplinary programs in the humanities: *art, music, literature, philosophy,* and *history.* Following the faculty-directed program of independent study with course guides, optional seminars, and audio cassettes, you can earn either a bachelor's or a master's degree or just enroll in courses that interest you.

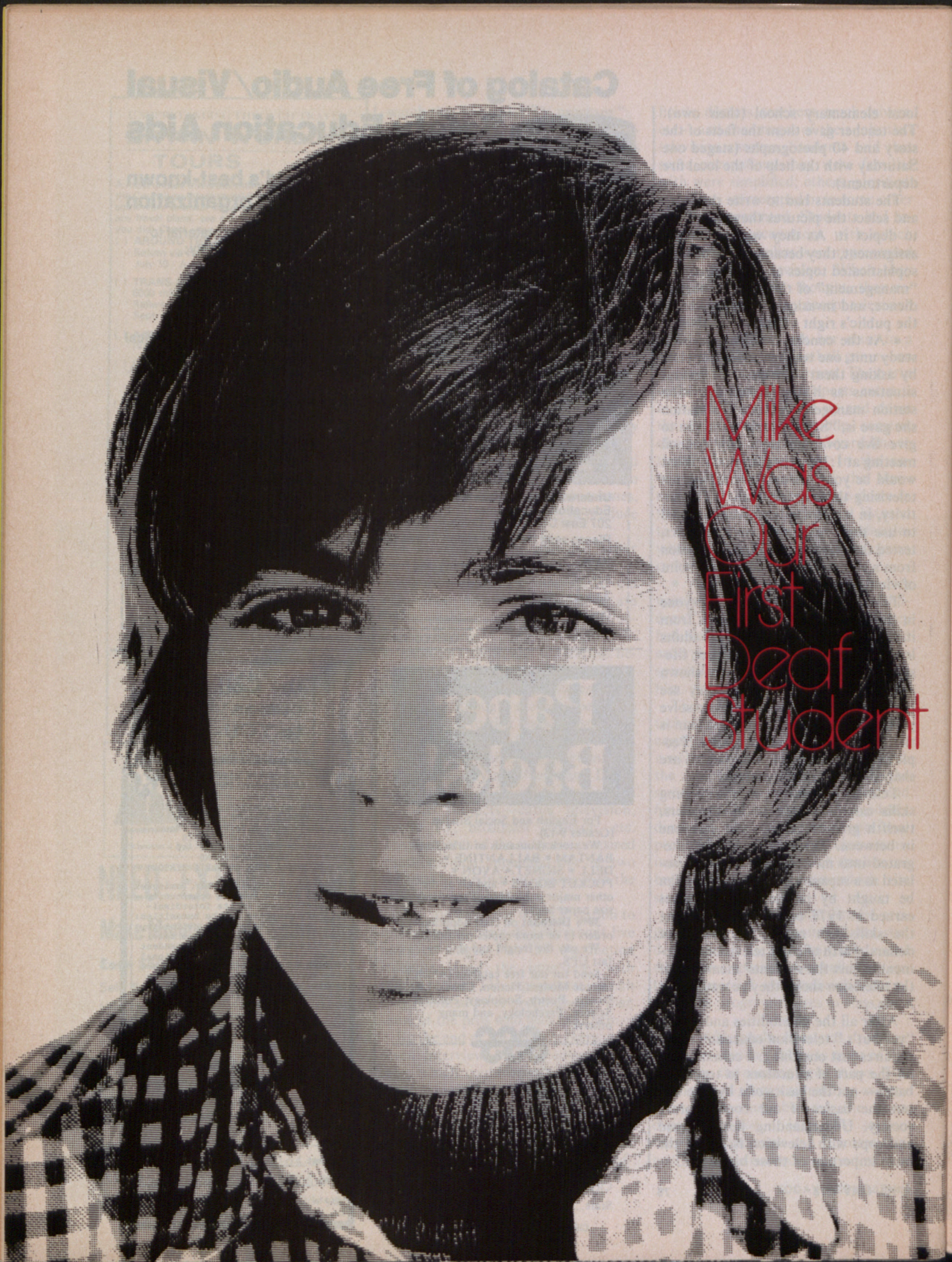
For further information, complete this coupon and mail it today!

Humanities External Degree Program
Drawer T
California State University,
Dominguez Hills
Dominguez Hills, CA 90747

I'm interested in the bachelor's( ) master's( ) self-enrichment( ) program.

Name_____
Street_____
City_____
State_____ ZIP_____

CIRCLE QUICK-ACTION CARD NO. 47


Mike
Was
Our
First
Deaf
Student

Mike was the first acoustically handicapped student to be fully integrated at Robin Mickle Junior High. In the spring of 1974, he entered the school as a seventh grader, and on June 3, 1977, he graduated.

In spite of a severe bilateral sensorineural hearing loss, Mike had successfully completed a program at Prescott Elementary School. For five years, he had been a full-time student in the self-contained unit for the acoustically handicapped there. Then, when he was in the fourth grade, he joined a regular class, although he still got help from teachers in the special unit.

When he had almost completed the sixth grade, Mike and his parents and teachers discussed whether he should attend Robin Mickle Junior High School or the Nebraska School for the Deaf in Omaha. (At that time, the Lincoln Public School System did not have a secondary program for acoustically handicapped students.) Mike wanted to attend Mickle: it was in his neighborhood, and his sister had gone there. Mike was accepted as the first acoustically handicapped student at Robin Mickle Junior High to be fully integrated in all of his classes.

Since this was a new experience for the Robin Mickle faculty, the week before Mike started classes an in-service program was conducted for the teachers. This venture was a cooperative effort by the resource teacher for the acoustically handicapped, the counselor, classroom teachers, Mike, and his parents.

We began the in-service program with an explanation of hearing loss and of the implications of such a loss for a student's learning. (An acoustically handicapped student will generally have difficulty with reading, language, and vocabulary development.) We displayed a hearing aid, explaining that it merely amplifies sound and does not return the individual's hearing to "normal." We pointed out also that a hearing aid amplifies all sounds and does not selectively amplify speech.

We invited Mike to attend the in-service session to meet his teachers and to give the teachers an opportunity to meet him before classes started. We gave Mike his schedule at this time and walked him through it so he would know where each class met.

We gave the teachers suggestions on how to help Mike in class:

- Speak naturally, without over-enunciating. Speaking naturally helps the lip- or speech-reader.
- Remember to face Mike while speaking or lecturing. A speech-reader needs full view of the speaker's face.
- A student with a hearing loss will have difficulty understanding films with a good deal of narration. Provide Mike in advance with notes or explanations of such films.
- During class discussions, indicate who is going to speak so Mike can focus his attention on that person.
- Be aware of speech-reading distractions—mustaches, gum chewing, pens or glasses held in front of the speaker's mouth.
- Seat Mike near the front and center of the room so that he can easily see the teacher.

We emphasized an important point in the in-service session: help Mike prepare ahead of time so that he doesn't have to catch up to the rest of the class. He can keep one step ahead of the other students by being briefed on new material before he gets to class. This approach makes the class run more smoothly for the teacher and helps make the situation more profitable and pleasant for the student.

From the opening of the school year, in order for Mike to be prepared ahead of time for each class, the teachers and the resource teacher worked together on a regular basis, informing one another of assignments, new vocabulary, and so on. Admittedly, this special effort put an extra burden on the teachers, but it contributed positively to Mike's success.

In the seventh grade, Mike registered for classes in Animal Science and Basic Studies (English and social studies), both of which required a lot of reading. To help Mike with reading assignments, the resource teacher got the assignments from his teachers before they were given in class and outlined or summarized the chapters or texts for Mike.

In the seventh grade, Mike also took Oceanography, a course involving quite an advanced vocabulary. The Oceanography teacher taped each day's lesson in advance for the entire nine weeks of the course. The resource teacher then transcribed the lessons so Mike could read them and learn the required material.

---

**By VICKI WOODBURN**
*Resource Person for the Acoustically Handicapped, and*
**MARGE SCHUSTER**
*Counselor, Robin Mickle Junior High School, Lincoln, Nebraska.*

Photo posed by model.

Other classes in which Mike needed special help were World of Construction and World of Manufacturing—essential classes for students considering occupations that are not language oriented. These courses are detailed and relatively difficult. The teachers recognized both the difficulty of the classes and the need to give students like Mike this exposure. Consequently, they provided materials that Mike could study with the resource teacher before taking tests.

Although math was one of Mike's favorite subjects, ninth grade algebra turned out to be very difficult for him.

**Mike was lucky to be the first acoustically handicapped student in his school.**

During the first semester, Mike became so frustrated that he asked to change his class and teacher, hoping to get a fresh start on the subject. It is school policy that a student who wants to change a class must approach the teachers involved and request the change. Mike was no exception. With the counselor, he approached the teachers and explained his desire to change. The teachers agreed to the request. This procedure helped Mike accept responsibility and become actively involved with changes that affected him.

One of Mike's assets is his athletic ability. At Robin Mickle, this ability to excel in most sports was a real asset to him in making friends.

Teachers were aware that Mike is "normal" enough to misbehave and responsible enough to correct his misbehavior. Mike had his share of ups and downs, including ninth grade spring fever. He also taught his friends some manual communication, so that when they were too far apart to visit verbally they could finger spell their messages to one another.

Mike is the second child in his family. He has a sister in college and a brother in junior high. No one would be naive enough to suggest that a hearing-impaired child makes no difference in a family. Both Mike's parents and his siblings, however, appear to accept and love him unconditionally. He has the 100 percent support of his family.

Mike's family is aware of his difficulties, but they are not defensive, nor do they overreact to his problem. Quite the contrary. The family is cognizant that Mike is a "kid" with his quota of both strong and weak points. When problems arise, they approach them with openness, and teachers and parents are able to work things out together.

Mike's parents give this reaction to his three years at Robin Mickle Junior High:

When Mike was ready for junior high, we were faced with making the decision as to whether he should continue in the Lincoln Public School System and attend Robin Mickle or whether he should go to a school for the deaf, such as Nebraska School for the Deaf in Omaha. His three years at Robin Mickle are complete, and we can truthfully say that we feel the right decision was made in having him attend school there.

Although we were a bit apprehensive at first, our minds were soon put at ease by the willingness of the administration and staff at Mickle to take on this "special" boy as part of their regular student body. During these years, the lines of communication between school and home have been kept open, and therefore most small problems have been solved before they could become large ones.

We have felt free to contact the principal, the counselor, or any of the teachers at any time, and this has certainly contributed to his success at Mickle. A lot of the credit for the success is due to the very dependable, devoted resource teacher. She has worked with the staff so that before Mike ever got to a class, teachers understood his problem and knew how best to help him.

Mike has had to work hard but has been rewarded greatly. We feel that Mike has truly been a part of the school in every way, which has been rewarding for him. Mike has gotten a sound junior high education.

Living at home and attending Robin Mickle has allowed Mike to compete in a hearing world in all phases of his life. Although he has a severe hearing loss, he is able to participate in oral school functions. He has learned to communicate and get along with both hearing adults and peers, and his speaking vocabulary has been greatly increased by this exposure. Mike has been socially accepted by both the boys and the girls in academic and extracurricular activities.

Here are Mike's own impressions of his three years at Mickle:

I really am glad I got to go to Mickle Junior High for my three years. It has been a great experience for me to be with hearing kids. Mickle is a good place for anybody because they have a good staff and great teachers. Teachers are willing to help you only if you are willing to do the work.

Another reason I was glad I joined Mickle School is athletics. I love sports like basketball, football, and especially track. If you join sports, you'll make lots of friends.

I only had seven friends I knew around my neighborhood that went to Mickle. My first couple of days were kind of scary, because I hardly knew anybody and some people who knew who I was would call my name and I couldn't hear them. And they wondered what's wrong with me. Later on, I got acquainted with them and now through the three years at Mickle almost every kid in ninth grade knows I'm deaf and most of them are my friends.

Our success with Mike is the result of a team that has coordinated, planned, discussed, and attempted to accomplish whatever was needed to make Mike a happy, well-adjusted student.

Mike entered Robin Mickle Junior High a year before Congress passed the Education for All Handicapped Children Act (PL 94-142) in 1975. He graduated last year, before the Act took effect.

In a way, Mike was lucky to be the first (and to this point, the only) acoustically handicapped student in his school. The entire staff was able to concentrate on finding ways to help him learn in spite of his particular problem. When a school has many handicapped students with varied problems, the time for such attention is hard to find.

Staff of the Lincoln schools are now planning for the integration of other handicapped students. Mike's attendance at Robin Mickle is a resource for their use. □

# NEW! Learning Inventory

The New Learning Inventory program aids teachers by following a 4-step sequence: you can determine a student's task competencies and deficiencies, can understand the nature of the deficiencies, and can select the proper text materials or series of texts to ease the difficulties.

Through the complete testing, scoring and remediation information provided, you are able to competently evaluate a student's test responses in the following skills:

Visual Discrimination

Visual Motor Coordination Skills

Sequential Memory Skills

Auditory Skills

Comprehension Skills

**Take a closer look! Please write for new Fall catalog.**

*Ann Arbor Publishers*

LEARNING PROGRAMS ENGINEERED TO BEHAVIORAL SPECIFICATIONS

P.O. Box 388 Worthington, Ohio 43085
(614) 846-8534

CIRCLE QUICK-ACTION CARD NO. 27

# Hayes Full-Color Diplomas–Certificates

**FULL-COLOR — COMPARE — UNEQUALLED ANYWHERE**

ALL DIPLOMAS — CERTIFICATES ARE LARGE SIZE 9" x 12"

- ☐ ..... PRESCHOOL DIPLOMA
- ☐ ..... MERIT AWARD CERTIFICATE
- ☐ ..... CERTIFICATE OF ACHIEVEMENT
- ☐ ..... CERTIFICATE OF PROMOTION
- ☐ ..... RECOGNITION OF SERVICE AWARD
- ☐ ..... HONOR ROLL CERTIFICATE
- ☐ ..... NURSERY SCHOOL DIPLOMA
- ☐ ..... KINDERGARTEN DIPLOMA
- ☐ ..... SPANISH KINDERGARTEN DIPLOMA
- ☐ ..... GENERAL GRADE DIPLOMA
- ☐ ..... CHURCH CERTIFICATE (DIPLOMA)
- ☐ ..... CERTIFICATE OF APPRECIATION
- ☐ ..... PERFECT ATTENDANCE CERTIFICATE

Sold in lots of 25 — 25 Diplomas ..... $3.00 — Postage 60¢ per 25

**INVITATIONS AND ENVELOPES ARE NOW AVAILABLE!!**

Beautiful, four-color invitations, with envelopes, for you to invite parents, families, and friends to your ceremonies as you confer your degrees. They are sure to form a lasting impression on everyone involved.

Sold in lots of 25

☐ ..... 25 Invitations with Envelopes ..... $3.00 — Postage 60¢ per 25

Make your selections above and send to your School Supply Dealer or direct to Hayes. TE

Name .....

Address .....

City ..... State ..... Zip .....

**HAYES SCHOOL PUBLISHING CO., INC.**
321 PENNWOOD AVENUE WILKINSBURG, PA. 15221

CIRCLE QUICK-ACTION CARD NO. 14

## STRESS, DISTRESS AND GROWTH Walt Schafer

Foreword by Prof. Hans Selye.

This new book by Dr. Schafer is a practical guide to coping with stress. Price $ 5.75

A Student Workbook by Keith Forman and Walt Schafer provides verbal, written and action exercises for both individual and group use. Price $ 3.75

Mail check to:
Responsible Action
DIALOGUE BOOKS
P.O. Box 924
Davis, California 95616

California residents add 6% sales tax.

# Visit the HSIN HUA School in Peking

Named among "20 of the best educational films," Instructor Magazine December, 1977

16 mm 16 minutes

Provides excellent opportunity to discuss likenesses and differences between cultures.

Regular rental $30 Purchase $220

Special half-price rental with this ad ($15.00)

**LAWREN PRODUCTIONS, INC.**

**P.O. Box 666,**
**Mendocino, CA 95460**
**707/937-0536**

CIRCLE QUICK-ACTION CARD NO. 48

**FREE 30-DAY PREVIEW**

**ACTIVITY/SPECIAL INTEREST SOFTBACK BOOKS**

**Let us send you a set of these Activity and Special Interest softback books, including the handy shelf box—your choice of any one set of the three listed on this page.**

We are making this offer because we are convinced that you must see these books to appreciate their fine quality and value as a useful tool in your classroom.

If after 30 days you are not satisfied with your set of books, return them to us in resalable condition. If we do not hear from you in 30 days, we will bill you for the cost of the set—$19.95.

**Take advantage of this generous offer TODAY!**

**SET 1 – ACTIVITY BOOKS**

Beginning Science
Crafts From Many Countries
Crossword Puzzles
Dot-to-Dot
Guess-A-Graph
Holiday Cookbook
Holiday Craft Book
Indian Crafts
It's Magic!
Junior Cookbook
Junior Craft Book
Junior Gardening Book
Junior Joke Book
Junior Puzzle Book
Metrics and Me
More Hidden Pictures
Photography for Kids
Plays and Playlets
Sports Puzzles
Word Search

**SET 2 – SPECIAL INTEREST BOOKS**

Adventure Stories
America in the Past
Baba Yaga Stories
Children All Over the World
Fairy Tales
Family Guide to Camping
Famous American Indians and Tribes
Famous Americans
Famous Black Americans
Folktales and Legends of Faraway Lands
Horses, Horses, and More Horses
More Mystery Stories
Old-Time America
Outstanding American Women
Sasquatch (Mystery Stories)
Science-Fiction Stories
The Spirit of Independence
The World of Animals
The World of Plants
Wheels and Spokes

**SET 3 – EARLY YEARS READING AND ACTIVITY BOOKS**

A to Z Drawing Fun
All About. . .Animals, People, Events, Things
Beginning Art
Dinosaur Coloring Book
Easy Recipes
Easy-to-Make Crafts
Easy-to-Do Puzzles
Easy Story and Coloring Book
Easy-to-Find Hidden Pictures
Easy-to-Read Christmas Stories and Activities
Easy-to-Read Stories
Find the Objects Starting with A to Z
Indian Coloring Book
MacTwigg's Hiding Tree
Monster Coloring Book
Rebus Stories and Rhymes
Riotous Riddles
The World of Birds—Coloring and Fact Book
Toyland Coloring and Counting Book
Zany Zoo – Color by Dots

**Write to: Youth Publications, Dept. 8TE8, P.O. Box 1463, Indianapolis, IN 46206.**

*YOUTH PUBLICATIONS*
***THE SATURDAY EVENING POST COMPANY***

CIRCLE QUICK-ACTION CARD NO. 30


# New NEA Publications

*Please use stock numbers (shown in parentheses) and enclose payment for orders under $10. Mail to NEA Distribution Center, The Academic Building, Saw Mill Rd., West Haven, CT 06516.*

**Energy and Education: Teaching Alternatives.** Frederick E. Posthuma, editor. Serves as a basic handbook and resource tool for teachers on all levels, regardless of content area. Contains a broad range of major concerns including nuclear and solar power, solid waste, aerosol, the relationship between leisure and energy, and energy consumption. Provides two complete Mini-Units, a resource list of selected materials, and four lesson plans. 144 pp. 1978. Paper: (1492-8-OF) $5.95. Cloth: (1493-6-OF) $10.85.

**Teachers As Change Agents.** Ruth S. Nickse. Outlines the steps necessary for teachers to initiate change in the nation's schools. Offers a case study of teacher-initiated change and describes how teachers feel about themselves as change agents. 20 pp. 1977. Member's price: (1390-5-1F) $1.25. Nonmember's price: $2.

**Metrics for Elementary and Middle Schools.** V. Ray Kurtz. Designed for teachers who want a practical, realistic approach to the problems and questions encountered day by day in the classroom concerning the metric system. Developed around three major sections: "Metric Primer for Teachers," "Metrics for the Non-Mathematics Curriculum," and "Measurement Activities" (including nonstandard measurements). 96 pp. 1978. Paper: (1714-5-OF) $5.75. Cloth: (1715-3-OF) $9.25.

**Leisure: Perspectives on Education and Policy.** Max Kaplan. Approaches the relationships between leisure and education as an issue of worldwide proportions. Discusses specific educational perspectives through such aspects as language, futurology, the arts and recreation, and human values and religion. Related social policy perspectives considered include aging, the urban framework, business/labor and new work patterns, and the design profession. 128 pp. 1978. Paper: (1494-4-OF) $5.75. Cloth: (1495-2-OF) $10.65.

**Estimates of School Statistics, 1977-78.** NEA Research Report. 36 pp. 1978. Member's price: (1651-3-OF) $3. Nonmember's price: $8.

**Sound Effects and Music for Preparing AV Presentations in the School.** Cassette tape. Contains several versions of the NEA song, "We Teach the Children" (vocal, instrumental, and bridges), plus background sounds recorded in various school settings. 1978. Two sides, approximately 10 minutes each. Member's price: (1967-9-OF) $4.

**Satellite Communication: Potentials for Education.** Cassette tape. Offers a brief background and history of NEA's involvement in satellite communications, begun in 1971. Harold E. Wigren, former NEA specialist in telecommunications, discusses some of the problems as well as the benefits of the new technologies and their role in communications. 1978. Two sides, approximately 15 minutes each. Member's price: (1595-9-OF) $5. Nonmember's: $10.

**American Education Week Packet.** Materials for planning and conducting the 1978 observance (November 12-18), based on the theme "Education Can Turn Things Around." (5050-9-2F) $3.25.

**Motivation and Adolescents.** Cassette tape. Raymond J. Wlodkowski addresses some of the unique aspects of adolescent students in regard to motivation. Provides specific suggestions for teachers in the classroom and considers alternative approaches. 1978. Two sides, approximately 15 minutes each. Printed discussion questions accompany the tape. (1476-6-OF) $8.

**Today's Education Reprints.** Popular selections from *Today's Education* are now reprints in the *Quick Reference Series.* Write for a listing and prices to: NEA Publishing, Room 609, 1201 16th St., NW, Washington, DC 20036.

**NOTE.** The following new materials are now in preparation: **The New Copyright Law,** a filmstrip; **Counting Experiences,** a three-part filmstrip with related print materials for use in teaching counting to preschool and primary students; **Strategies in Teaching Reading: Secondary,** a new title in the Curriculum Series; **Motivation and Teaching,** a multimedia program; **Interpersonal Communication;** and **Mathematics Teacher Education.** For information regarding publication dates, prices, and content, write to NEA Publishing, Room 609, 1201 16th St., N.W., Washington, DC 20036. □

# Classroom Tips

**BY JANE TYLOR FIELD**
*Retired Teacher of English and Creative Writing, Chula Vista, California.*

*These are suggestions made or collected by Mrs. Field, and she urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary levels for possible use in future issues. Mrs. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

*Mail suggestions to Box CT,* Today's Education, *1201 16th Street, N.W., Washington, DC 20036.*

Hardworking, inspired, wonderful teachers have sent many excellent ideas to this column this year. Because of lack of space, some must be held until next year, but they are all appreciated.

Severn Elementary School in Corning, New York, aided by the Steuben County Career Education Program, has sponsored a program called "Careers on the Move." The school invited drivers of commercial vehicles to line their vehicles up on school grounds one morning and to answer questions about them and their jobs. The questioning continued during lunchtime in the cafeteria.

Thirty vehicles took part in the demonstration, including a fire truck, an ambulance, a bulldozer, a portable calliope, a blacksmith's van, a police car, a tractor-trailer rig, an electric cherry picker, and a Mr. Softie ice cream wagon.

Because of previous achievements in career education, the Arkansas Department of Education awarded Dorothy Clark of Indian Hills Elementary School in North Little Rock a minigrant to develop a year-long career awareness program. With part of that aid, she and her fourth grade class filmed the year's activities.

Mrs. Clark involved parents in the program. At the beginning of the year, many of them described their occupations to the class. For instance, a mother came in her nurse's uniform, carrying her nurse's bag, to answer questions about her profession. Some others who spoke to the class were an architect, a personnel man, an air force navigator, a banker, and postal employees. All interviews were filmed in color with a Super 8 camera.

The class began a field trip to the police station by riding there in a police van. They filmed and taped workers at the station and the court building. They also immortalized each other sitting in the judge's chair.

The camera went along when they visited a bottling company, a bank, the post office, a printing company, and the telephone company.

Mrs. Clark taught economic concepts by establishing an economic system in the classroom. She paid class members in play money or gave them free time or extra library time for good behavior, attending school, being on time, finishing assignments. Some rented classroom space and set up businesses, selling services and goods such as old comic books and games. Much of this was filmed.

With part of the money from the grant, Mrs. Clark purchased materials to set up other businesses in which the children did actual work: mat making, pillow making, weaving, and puppet making. Some students covered an old door with tiles; then the class used the door as a tabletop.

Workers were paid in play money, and they kept records of their jobs, businesses, and income taxes.

During the spring Career Day program, the film and tape narratives of all this activity and associated high finance were presented to a full house of parents. Every child had participated. Every child was on film two or three times.

One parent's accolade: "I'm so glad that my younger child is learning about jobs in our community. My older one still hasn't any idea what he wants to do."

Berniece Seiferth, Center Coordinator at Southern Illinois University at Carbondale, sends along an instructional plan devised by Mark Peterson, a graduate student at the University, when he was a student teacher in Murphysboro, Illinois.

Peterson invented an assembly line game for his U.S. history class. He divided the class into groups of equal numbers of students. Each group was a business company and had to select a title and a manager.

Peterson gave each manager a list of

"No, you didn't cut into any TV program. I was just killing time doing my homework."

# Classroom Tips

(continued)

12 detailed instructions which, when carried out, would produce a card with a geometrical design. He showed them examples of what he was looking for. Each group member was to make one card exactly like the sample.

Every group, working with one set of colors, raced against the others to finish their cards first. Each student worked alone during the first competition. When every student in a group had completed a card, the group's time was recorded.

Then Peterson explained the assembly line technique to the managers, telling them to assign each group member only two steps of the instructions for making the cards. In the second competition, production times were greatly reduced.

To help her tenth grade U.S. history students understand the Great Depression, Eddie Faye Gates, social studies chairman at Edison High School in Tulsa, Oklahoma, has them interview people who lived through it.

The students make up a list of questions to ask: the interviewee's present age (not everyone cares to answer), his or her occupation in the 1930's, residence at the time, stock market losses, and so on. What is his or her opinion of FDR's New Deal? Were there any similarities between the Depression of the 1930's and the recession of 1970?

About one-half of the persons interviewed are the students' grandparents. In the latest survey, the oldest was 96.

One person told about hunting and selling rabbits ("Hoover steaks"). A cleaning woman had worked for 60¢ a day; a waitress, for $1. One woman had supervised sewing rooms, three separate ones for Blacks, Whites, and Indians. Someone had picked strawberries for 3¢ a quart; another had been a ditchdigger for the Works Progress Administration.

Half of the males interviewed had dropped out of school, some never to return. A railroad conductor had lost his job. A farmer had lost his farm.

After a class has completed all its interviews, the students present their findings. Later, they tabulate the information on the chalkboard.

The class precedes the interview part of the unit on the Great Depression by reading excerpts from Studs Terkel's *Hard Times*. It wraps it up by seeing pictures from books on the 1930's and 1940's on the opaque projector.

If there is any recurrent theme in these classroom tips, it is that positive reinforcement does inspire achievement. Marilyn Shapiro, speech therapist of the Hawthorne Public School System in New Jersey, has had experiences that reinforce that conclusion.

In many of Shapiro's speech classes were children who had forgotten to bring their books and homework to class. Shapiro first tried ignoring the matter and then tried keeping offenders after school. Neither method worked. Finally, Shapiro resorted to the gold-stars-on-a-chart trick.

Success! Especially if the children got to put their stars on the chart themselves. When they had received their fifth small star, Shapiro rewarded them with a "Good Speech Award"—a larger construction-paper star labeled, "I remembered my speech book five times."

Every set of five large stars meant a different colored badge. Homework was turned in complete and on time. Accentuating the positive had worked once more.

Here is a tip from Barbara Clark of


IDEAL FOR COLLECTORS, TEACHERS AND SELF-STUDY

SMITHSONIAN SLIDE SETS

35mm Slide Sets created from the collections and exhibits of the Smithsonian Institution

Portraits of US Presidents

From the National Portrait Gallery and White House collections, this set of 37 slides depicts Presidents from Washington to Ford. A short biography of each President included. Sets are $25.

First Ladies' Gowns

The unique gowns of the First Ladies of the White House are presented in this set of 42 slides. Literature identifies each gown, its fabric and style. Sets are $25.

Suiting Everyone

Based on the exhibit "Suiting Everyone" in the Museum of History and Technology. This set of 80 slides presents a broad cross-section of clothing in America, from the 18th c. to the present, ranging from ordinary work clothes to exquisite formal wear. Sets are $25.

Musical Instruments of the Baroque and Early Classical Eras

This set of 57 slides illustrates fine examples of instruments from the Smithsonian collection. Two audio cassettes are included: an accompanying narrative and Baroque works performed on instruments of the period. Sets are $25.

The Battle of the Little Bighorn

The story of this controversial battle is presented in this set of 80 slides. Includes life portraits of participants, a series of drawings by Red Horse and artifacts from the time. Background account, captions and map included. Sets are $25.

Ghost Dance Tragedy at Wounded Knee

The story of the Wounded Knee tragedy is told thru 19th c. photographs of Indian and Army participants, Sioux Reservations and Ghost Dances, as well as artifacts from the scene. Booklet gives background account, captions and maps. Sets are $25.

Postal Rarities

From the Smithsonian's National Postage Stamp collection, this unique set depicts 50 US and Foreign rarities. Guide provides informative descriptions of each slide. Sets are $25.

Buffalos, Eagles and Elephants

Especially for elementary schools, this set of 65 slides introduces the role these three animals or their ancestors have played in the history of North America. Cassette tape, script and captions included. Sets are $25.

Please send the following sets _____

Total enclosed _____ Name _____

Address _____

City _____ State _____ Zip _____

Mail orders to: Photographic Services, Smithsonian Institution, Washington, D.C. 20560

CIRCLE QUICK-ACTION CARD NO. 32

Kiowa, Oklahoma. She notes that primary grade children often reverse 2's, 5's, 6's, 7's, and 9's. She has helped her students eliminate those errors quickly by personalized impromptu rhyming.

- I can't believe what I see!

Angela has made a backward three!

- Land's sakes alive.

Michael made a silly five.

- What on earth did you do?

Carol made a backward two!

- Scott, you are in a fix.

You just made a backward six.

She composes the couplets in a spirit of fun, and the children enjoy their personal poems. They also get the point and are so much more careful that—

- Thank heavens

She doesn't see as many backward sevens!

David S. Goldman of North Miami, Florida, has read much over the years about how difficult it is for teachers to be objective in marking composition papers. He suggests that students hand in essay tests sans names but with code numbers. The code should be in the school office, and the teacher should not see it until after grading the papers. Change the code from time to time.

This may not be a foolproof system, as some students have very distinctive handwriting. If there are several sets of papers, however, such distinctions should soon become blurred. Worth a try, anyway, and students should appreciate the attempt at fairness.

Fred Burgee and RaeAnn Rippeon of Frederick (Maryland) High School have conducted a metric sporting event. Rippeon had girls do the softball throw and the standing broad jump. Burgee lined up the boys to punt, pass, and kick in football competition. Since the regular football field was chalked off in yards, he used another piece of ground and, with the aid of John Maurey of the National Bureau of Standards, laid out the area in metric distances.

The students understood the plot and responded well. Almost immediately they were discussing their exploits in metric terms. Only one lad felt he'd had a bad day: "Gee, last year I threw it 60 yards and this time only 58.7 meters!"

A project for the near future is to mark the 440-yard track in starting points from which to run the 60-, 100-, 400-, and 500-meter races.

How about contests for the best song and poem using metric prefixes and terminology? Such creative efforts might really stimulate Thinking Metric! ☐

USE HAYES OUTSTANDING WORKBOOKS

ECONOMICAL — WELL ORGANIZED — COMPREHENSIVE

MANY NEW REVISIONS AND COPYRIGHTS

ALL SUBJECT AREAS — ALL GRADE LEVELS

| ARITHMETIC | Single Copy |
|---|---|
| DRILL IN ARITHMETIC GR. 1 | $ .95 |
| DRILL IN ARITHMETIC GR. 2 | .95 |
| DRILL IN ARITHMETIC GR. 3 | .95 |
| DRILL IN ARITHMETIC GR. 4 | .95 |
| DRILL IN ARITHMETIC GR. 5 | .95 |
| DRILL IN ARITHMETIC GR. 6 | .95 |
| DRILL IN ARITHMETIC GR. 7 | .95 |
| DRILL IN ARITHMETIC GR. 8 | .95 |
| MODERN ALGEBRA | 2.50 |
| MODERN GEOMETRY | 3.00 |
| GENERAL MATHEMATICS | 2.00 |
| FIRST NUMBER BOOK | 1.25 |

| LANGUAGE | Single Copy |
|---|---|
| LANGUAGE PRACTICE FOR GRADE 2 | $1.25 |
| EXERCISE IN ENGLISH GR. 3 | .90 |
| EXERCISE IN ENGLISH GR. 4 | .90 |
| EXERCISE IN ENGLISH GR. 5 | .90 |
| EXERCISE IN ENGLISH GR. 6 | .90 |
| EXERCISE IN ENGLISH GR. 7 | .90 |
| EXERCISE IN ENGLISH GR. 8 | .90 |
| EXERCISE IN ENGLISH GR. 9 | 2.00 |
| PRACTICE IN GOOD ENGLISH GRADE 10 | 2.00 |
| ENGLISH GRAMMAR GUIDEBOOK SENIOR HIGH | 2.50 |
| LEARNING ENGLISH GRADE 3 | 1.25 |
| LEARNING ENGLISH GRADE 4 | 1.25 |
| LEARNING ENGLISH GRADE 5 | 1.25 |
| LEARNING ENGLISH GRADE 6 | 1.25 |
| LEARNING ENGLISH GRADE 7 | 2.50 |
| LEARNING ENGLISH GRADE 8 | 2.50 |

| HISTORY | Single Copy |
|---|---|
| AMERICAN HISTORY INTERMEDIATE GRADES | $2.50 |
| AMERICAN HISTORY BOOK 1 7th GRADE | 2.50 |
| AMERICAN HISTORY BOOK 2 8th GRADE | 2.50 |
| AMERICAN HISTORY SR. HIGH | 2.50 |
| HISTORY OF OUR OLD WORLD BACKGROUND | 2.50 |
| WORLD HISTORY | 2.50 |

| READING | Single Copy |
|---|---|
| LET'S GET STARTED | 1.25 |
| FUN WITH WORDS & PICTURES | 1.25 |
| FUN WITH WORDS GRADE 1 | 1.25 |
| FUN WITH WORDS GRADE 2 | 1.25 |
| MORE FUN WITH WORDS GR. 3 | 1.25 |
| PRIMARY PRACTICE | 1.25 |
| THE SOUND WAY BOOK 1 | 1.25 |
| THE SOUND WAY BOOK 2 | 1.25 |
| RHYMING READER BOOK A | 1.25 |
| (PHONICS) SOUNDS WE USE BOOK 1 | .95 |
| (PHONICS) SOUNDS WE USE BOOK 2 | .95 |
| (PHONICS) SOUNDS WE USE BOOK 3 | .95 |
| HOW TO USE A LIBRARY | 1.00 |

| SOCIAL STUDIES | Single Copy |
|---|---|
| AMERICA, MY COUNTRY | $1.50 |
| CIVICS WORKBOOK JR. HIGH | 2.50 |
| CIVICS WORKBOOK SR. HIGH | 2.50 |
| INDIANA HISTORY | 1.80 |
| SOCIAL STUDIES (COMMUNITY LIVING) | 2.00 |
| (GEO.) BOOK 1 GETTING ACQUAINTED WITH OUR WORLD | 2.00 |
| (GEO.) BOOK 2 WESTERN HEMISPHERE | 2.00 |

| HEALTH | Single Copy |
|---|---|
| FIRST STEPS TO HEALTH AND SAFETY GRADES 1-2 | $ .95 |
| IT'S FUN TO BE HEALTHY GRS. 2-3 | .95 |
| HEALTH HABITS GRADES 3-4 | .95 |
| THE HEALTH PARADE GRS. 4-5 | .95 |
| HEALTH EDUCATION SR. HIGH | 2.00 |
| SAFETY EDUCATION JR. & SR. | 2.00 |
| BIOLOGY WORKBOOK | 3.00 |

| FOREIGN | Single Copy |
|---|---|
| SPANISH BK. 1 HABLO ESPAÑOL | $1.00 |
| SPANISH BK. 2 VOY A MÉXICO | 1.25 |
| HAVING FUN WITH FRENCH | 1.25 |

KEYS EXTRA ON ALL ORDERS.

Order from your School Supply Distributor, Coast to Coast, or direct from Hayes School Publishing Co., Inc., Wilkinsburg, Pa. 15221. TE

Please send me 1. ..... 6. .....

2. ..... I enclose $.....

3. ..... Name .....

4. ..... Address .....

5. ..... City ..... State ..... Zip .....

☐ Please send me complete Catalog.

HAYES SCHOOL PUBLISHING CO., INC.

321 PENNWOOD AVENUE WILKINSBURG, PA. 15221

CIRCLE QUICK-ACTION CARD NO. 14

# An American Indian child needs you as a sponsor and personal friend...

You have it within your power to lift an Indian child like this young girl from the despair of appalling poverty to a brighter life of hope and joy and personal pride.

Judy was poor, lonesome and apprehensive when she arrived at school in Arizona last fall. Only threadbare clothes on her back. No winter coat. No money. Not even a toothbrush.

Fortunately we were able to find her a sponsor . . . someone like yourself who provided basic needs to help keep her in school: supplies, personal items, a little spending money . . . things that are simply beyond the economic means of many Indian parents. There are hundreds more like Judy who need shoes, gloves, sweaters, jeans, and just plain love and concern so that going to school is a joyful experience, not one of humiliating hardship.

Decide now to become a Futures for Children sponsor of just one boy or girl who needs your help. What a boost it will be for "your" child to have someone who cares, someone to write to, someone to love. Please fill out the coupon and mail it today.

TE4

___I want to sponsor an American Indian child ☐ boy ☐ girl ☐ either

Enclosed is a check for $_____($20 monthly; $60 quarterly; $120 semi-annually; $240 annually.)

___Can't be a sponsor now, but I'd like to help your program. Enclosed is my tax-deductible donation of $_____

___Send me more information about sponsoring an American Indian child. ___Send Teacher's Kit.

Name _____

Address _____

City _____ State _____ Zip _____

(All contributions are tax deductible)

**Futures For Children**

4401 Montgomery Blvd, N.E. Albuquerque, N.M. 87109 Toll-Free No. 800—545-6843

CIRCLE QUICK-ACTION CARD NO. 9

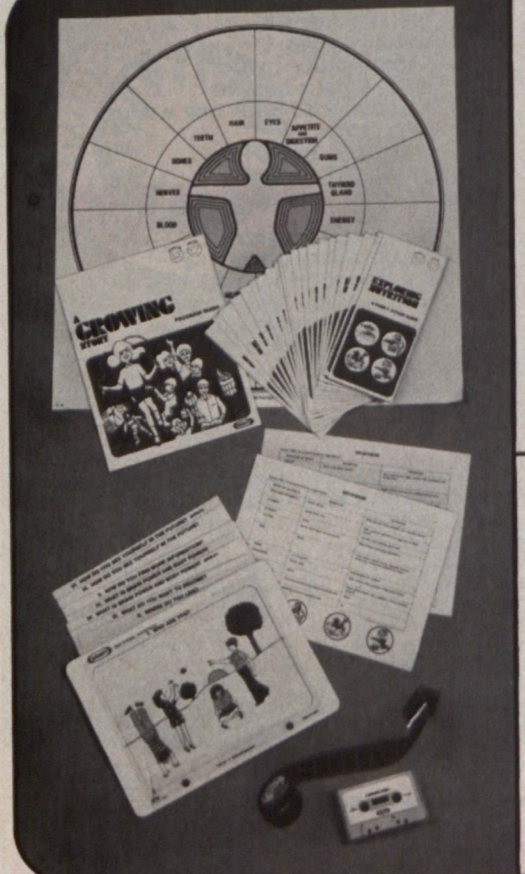

*Coming in the September/October Elementary Edition*

## Of TODAY'S EDUCATION . . .

**"Mickey Mouse and Goofy Explore Energy Conservation."**

This special pullout comic section will be ideal for classroom use and is made available by the Public Affairs Department of the Exxon Company U. S. A.

*Watch for it.*


# A Growing Story

**Nutrition and Career Educational Kit**

This multi-disciplinary teaching aid from Kraft utilizes the inquiry approach to learning. Though developed for elementary level students, it can be adapted to older groups. The kit includes: • filmstrip with sound (cassette tape) featuring interviews between 4th and 6th graders exploring nutrition • 6 transparencies corresponding with filmstrip motivating students to ask their own questions • program guide with presentation techniques, discussion questions, activities, nutrition information, and resource lists • wall poster • 2 spirit masters • 25 student reference folders. Kit price is $12.00.

Kraft, Inc., Educational Dept. AE,
P.O. Box 730, Chicago, Illinois 60677.

___Nutrition Kit(s) @ $12.00 each. (D)

Total amount enclosed: $_____, or

School purchase order enclosed: # _____.

PLEASE PRINT

Name _____

School/Organization _____

Address _____

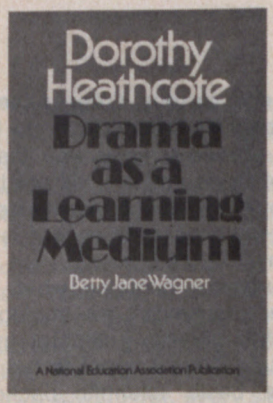
City _____ State _____ Zip _____

Allow three weeks for delivery. No cash, stamps, or C.O.D.'s accepted. Offer limited to U.S. and Canada.

KRAFT

*Dorothy Heathcote—*

## Drama As A Learning Medium.




Betty Jane Wagner. The first book to be published on the Heathcote method. Author Betty Jane Wagner has worked closely with Dorothy Heathcote, observing her at work, taping her sessions with students, and interviewing her for more than two years.

The Heathcote method enables a teacher to impart information, as well as affective content, at all levels through teacher - guided dramatic improvisation in the classroom and other group situations.

The book begins with an evaluation of drama as Heathcote uses it, including its direct applications. Attention is given to techniques and plans. The final section is concerned with the goals—or guarantees, as Heathcote calls them—that grow out of her list of values. *Dorothy Heathcote—Drama As A Learning Medium* is developed around Heathcote's concept that every teacher must move back and forth along the word movement scale . . . from verbal to nonverbal. Through Ms. Wagner's thorough understanding of the Heathcote method teachers will be able to implement in the classroom her practical, realistic approaches for involving and motivating students. 238 pp. 1977.

---

Mail to NEA ORDER DEPARTMENT
Academic Bldg., Saw Mill Road,
West Haven, CT 06516

1383-2-0F _____ Dorothy Heathcote (cloth) $10.45

1381-6-0F _____ Dorothy Heathcote (paper) $7.50

Name

School (if to be shipped to school address)

Address

City, State, ZIP (please)

☐ Payment enclosed

# BOLaR

## Bilingual Oral Language and Reading.

A two-year language arts program designed by Southwest Educational Development Laboratory, **Bilingual Oral Language and Reading (BOLaR)** teaches first- and second-graders to speak, read, and write in both Spanish and English. The complete system can be used in mixed classes of Spanish-dominant and English-dominant children, in Spanish-dominant classes to teach reading in Spanish and to teach **English as a second language (ESL)**, or in English-dominant classes to reading in English and to teach **Spanish as a second language (SSL)**.

Each level of **BOLaR** includes an oral language component and a reading and writing component for each language. The classroom package for each level provides most materials needed to teach a class of 30: workbooks, readers, flash cards, and spirit duplicating masters, together with teacher manuals and staff development materials.

National Educational Laboratory Publishers Inc.

POST OFFICE BOX 1003, AUSTIN, TEXAS 78767

# Books

***The Urban Challenge: Poverty and Race*** by **Robert L. Green.** Follett. 320 pp. $12.95.

When Robert L. Green wrote a message to South African blacks and white liberals in the *Rand Daily Mail* in 1975, he entitled it "Education: The Nonviolent Path to Equality." For a black American in South Africa this seems a reserved, if not conservative, stance. But it serves to underline the fact that revolution through education is still the most credible strategy for change among black Americans. Just how deeply this belief runs is apparent in Green's response to the problems of our cities' poor—*The Urban Challenge: Poverty and Race.*

Green is an educational psychologist who in 1973 became dean of the nation's first College of Urban Development, which is located at Michigan State University. Under his guidance, the college has emphasized educational research, particularly as it pertains to learning among the poor. His approach to urban development is clear in the book: ". . . we can see that unemployment, welfare, and crime are all related to educational deprivation. Equity of education should be at the center of any strategy to overcome societal ills."

While his approach gives deserved recognition to the importance of teaching, it places great responsibilities on school systems for ending inequality in America. Beginning with slices of political history, Green builds his case that racial division has been the sustaining element of "poverty politics"—the process which has allowed the maintenance of an underclass and a somewhat better off, yet insecure, group of working poor. It is not surprising, then, that he strongly advocates school desegregation as a major counteracting strategy and draws on his experience as an expert witness in over a dozen educational desegregation cases to make his proposals.

Problems of integrated education, he maintains, are problems from the top which exacerbate confrontation. "Educators are examples of those who have abdicated their leadership roles, permitting changes in educational policies to be determined by court decision rather than by school boards and administrative staffs."

The fires of discord among students, Green maintains, are often fanned by disciplinary measures that are meted out unfairly. He may be most damning, however, when he discusses segregation within individual classrooms. Poor and minority kids are victims of low expectations from their teachers, he says.

These arguments are, by now, familiar. Green, however, places his recommendations for educational reform in the context of a comprehensive urban policy that acknowledges that the causes of, and remedies for, our urban ills go far beyond the classroom. Green critiques a full range of federal policies and state government practices, from tax policy to our health care "nonsystem." But when he evaluates chances for bringing about real changes in policy, education becomes a central focus. He hearkens back to his days in the civil rights movement as director of the Citizenship Education Project of the Southern Christian Leadership Conference, which, he says, helped lay the groundwork for black political strength in the South. Politicians like Andrew Young and Jimmy Carter were the immediate beneficiaries, but full employment and reasonable income are the intended payoffs. Echoing Martin Luther King, Jr., Green says that attainment of such goals depends on discipline, organization, and understanding among the American poor that only through education can they reach their aims.

This book should be read by educators, social scientists, policymakers, and anyone who is truly interested in all of the possible responses to urban ills.

*Reviewed by* **Herman Coleman,** *executive secretary, Michigan Education Association.*

***Ecoscience: Population, Resources, Environment*** by **Paul R. Ehrlich, Anne H. Ehrlich, and John P. Holdren.** W. H. Freeman and Co. 1,051 pp. $39.95; softcover, $19.95.

In 1970, Paul and Anne Ehrlich wrote *Population, Resources, Environment,* the first comprehensive book on the environmental sciences, and it set a standard that, until now, has never been equaled. Now the Ehrlichs and their longtime collaborator, physicist and energy specialist John Holdren, have joined efforts to produce a successor that can only be described as the ultimate book in this area—a veritable library between two covers on human ecology. Those familiar with the other works of these authors will not be surprised by the technical excellence of the work or by how up-to-date it is (there are many 1977 references).

This volume contains what are in essence "minitexts" on ecology, demography, geology, climatology, and agriculture. Thus it supplies the reader with the basic scientific background necessary to understand the human predicament; no technical background is required.

The human predicament itself, and the ways in which humanity might get out of it, form the central theme of the book. *Ecoscience* deals convincingly and in detail with the ways in which population growth, increased affluence, and faulty technologies have interacted to decrease the quality of life today and threaten disaster in the future. The chapter on direct assaults on human well-being deals with water and air pollution, pesticides, radiation, and other such topics. But it also discusses subjects rarely, if ever, included in books on the environment: geological hazards, the work environment, and the epidemiological environment.

Perhaps the most important chapter of the book deals with indirect assaults on human well-being. People are generally aware of the dangers posed to their health by various pollutants, but readers of *Ecoscience* will learn of the very serious and insidious threat posed by the disruption of the life-support systems of our planet. These ecosystems provide essential services, such as the disposal of our wastes and the maintenance of atmospheric quality, without which civilization cannot endure.

Even though I am a scientist and have been deeply involved in environmental issues, the parts of *Ecoscience* that most interested me (and should intrigue readers of *Today's Education* the most) appealed not to the scientist in me but to the politician. The book does not stop with superb discussion of the technical side of the population-resources-environment crisis. It deals straightforwardly and competently with the vast number of political, economic, social, and ethical questions raised by the physical and biological facts of our world dilemma.

## Books
(continued)

The Ehrlichs and Holdren are convinced that no existing political-social-economic system holds the answers; I think when you are finished with *Ecoscience*, you will agree with them.

Even though all three authors are researchers who have worked both in the hard sciences and in the policy arena, much of the material in the book lies outside of their fields of direct expertise. They have compensated for this in two ways. First, every significant statement in the book is footnoted, and the end-of-chapter bibliographies contain, by my rough estimate, 3,000 annotated references. Second, they have had specialists preview or comment on either the whole book or sections of it.

In my view, this book is superior to any other on environmental sciences, and I hope teachers will read it and use it with their students.

*Reviewed by* **Douglas LaFollette,** *Secretary of State, Madison, Wisconsin.*

***College—Reward and Betrayal*** by **Thomas J. Cottle.** University of Chicago Press. 190 pp. $10.95.

"There is a quality to my recollections that makes them uncoil like a short story," psychologist Thomas Cottle says as he describes his frustrated struggles for tenure on the faculty at Harvard. But the observation is just as descriptive of the rest of his small volume about the varieties of higher education and the people affected by it as it is of his personal crisis.

Like many of his earlier books, this one consists of reports of intensive interviews. It is a book you will read and remember.

You will remember the young woman at Indiana's Earlham College who wonders why Eastern observers of education can't leave her small Quaker college alone, insisting—wrongly—that "we're not special or different here."

You will remember the students from Columbia College on Chicago's North Side: the boy who practices dancing exercises in a loft and others who carry trays of chemicals into a photographic lab with a sign on the door, "No Suicide in Darkroom."

You will remember the 46-year-old undergraduate walking across a Boston campus, a man whose daughter (herself a college student) took a job to help pay for her father's books. "Whatever they think of me in the office where I used to work," he says, "'freak,' 'old-timer,' or 'an adolescent who never grew up,' I know my brain's alive."

You will remember the second-generation Italian-American and his family, celebrating their son's acceptance to college in the dining room of a downtown hotel. "I had a father who never went to school—*grade* school," the man says, "and I'm waiting around to see which college is going to accept my son. In a few years we go from nothing to having a choice."

And you will remember the author himself, sitting in his swivel chair and staring at the empty bookshelves in his new office in Cambridge. The "reward and betrayal" of his book's title are as much his own as they are those of the others he describes. He did not get tenure at Harvard.

The book is personal journalism on a very high level, yet it feels uneven, as an anthology of stories by a single author often does. Several chapters previously appeared in journals, and among the portions that are new to this book, the introduction and the fifth chapter are noticeably different from the rest.

This is a "made" book and not an essay or a monograph. Yet that should not interfere with the reader's involvement with Cottle's cast of characters or pleasure at his creative style.

*Reviewed by* **Melvin G. Williams,** *associate professor of English, American International College, Springfield, Massachusetts.*

"Any parting humorous or philosophical comments? I'm writing a book."


# WANTED!

Trade homes with other educators on your vacation! An alternative to hotels and motels? Vacation in exciting new places for the cost of staying at home! Our service caters exclusively to people who are (or have been) employed in some way in the education profession.

- On a limited budget? Retired?
- Avoid hectic mass-produced tours and get to know the area you visit like a native!
- Explore exciting new areas *or* exchange near family and friends!
- Some members exchange autos, boats, country club privileges, and even babysitters!
- Do you want to vacation in small towns? Large cities? Mountains? Seashores? We have many listings of educators just like you with a spirit of adventure and unlimited imaginations!

☐ Listed membership $20.00 yearly
☐ Unlisted membership $15.00 yearly

**EDUCATORS' HOME EXCHANGE SERVICE**
**DEPT. T**
**P.O. BOX 5846**
**SANTA FE, NEW MEXICO 87502 USA**

Circle Quick-Action Card No. 15

Now. You can rent Disney full-length feature films—to make your next special program the best ever.

For your own 64 page film catalog—call your local Disney agent, send this coupon or call the nearest Disney film library.

Name (please print)

Organization

Address

City State Zip

**Disney Film Library**
11 Quine Street
Cranford, New Jersey 07016
(201) 272-3150

**Disney Film Library**
666 Busse Highway
Park Ridge, Illinois 60068
(312) 825-0156

**Disney Film Library**
2100 Riverside Drive
Burbank, California 91506
(213) 843-7817
PLEASE CALL COLLECT

TE-A/M78 ©Walt Disney Productions

CIRCLE QUICK-ACTION CARD NO. 13

MEG AND THE ANIMALS
MYSTERY ISLAND
SUNNYSIDE NEWS
HOT DOGS, PIGEONS, AND FISH THAT WALK
GREMLINS, MERMAIDS, AND MOUSETRAPS
MOTORCYCLES, SWIMMING, AND DOG DETECTIVES
ENRICHMENT READER
HAYES DIAGNOSTIC READING
HAYES ACTIVITIES FOR VOCABULARY BUILDING
PUZZLES, GAMES INDIVIDUAL ACTIVITIES
HOLIDAY PUZZLERS
HAYES SOLVING MATH MYSTERIES THRU PUZZLES, GAMES and Individual Activities
SEARCH AND DISCOVER
WORD WIZARDS
HAYES WORD DISCOVERY
HOLIDAYS & SPECIAL DAYS
HAYES HELPS IN READING & SPELLING
CROSSWORD PUZZLES
LET'S DRILL CURSIVE
PHONICS
HAYES MASTERY ARITHMETIC DRILLS AND TESTS
LET'S WRITE CURSIVE
HAYES MASTERY ARITHMETIC WORD PROBLEM DRILLS
HAYES SOLVING SCIENCE MYSTERIES THRU PUZZLES, GAMES and Individual Activities
AIRPLANES, PET STORES, AND FIRE TRUCKS
KINDERGARTEN GUIDE
HAYES ART GUIDE AND HANDBOOK
HAYES PHONICS GUIDE AND HANDBOOK

# HAYES®

## WE OFFER YOU BETTER BASIC BOOKS . . . FOR BETTER BASIC TEACHING

## HAYES NEW DUPLICATING MASTERS

### MASTERY ARITHMETIC WORD PROBLEM DRILLS

An exceptional series of word problems with checked vocabularies to provide exercises in each grade level's skill areas. Answer key.

| | |
|---|---|
| Grade 1 Word Problem Drills | $3.00 |
| Grade 2 Word Problem Drills | $3.00 |
| Grade 3 Word Problem Drills | $3.00 |
| Grade 4 Word Problem Drills | $3.00 |
| Grade 5 Word Problem Drills | $3.00 |
| Grade 6 Word Problem Drills | $3.00 |

## HAYES DUPLICATING MASTERS READING

| | |
|---|---|
| Giant Size ABC | $3.75 |
| Reading and Arithmetic Readiness | $3.50 |
| Reading for Beginners | $3.50 |
| Seatwork for Beginners | $3.50 |
| Pre-Primer Non-Reading Activities | $3.00 |
| Reading Grade 1 | $3.00 |
| Reading Grade 2 | $3.00 |
| Reading Grades 2 & 3 (Holidays of Year) | $3.00 |
| Reading Grade 3 | $3.00 |
| Reading Grade 4 | $3.00 |
| Enrichment Reader Grade 4 | $3.00 |
| Enrichment Reader Grade 5 | $3.00 |
| Enrichment Reader Grade 6 | $3.00 |
| Special Education Reading (Primary) | $3.50 |
| Early Education Skill Builders Book 1 | $3.00 |
| Early Education Skill Builders Book 2 | $3.00 |
| How to Use a Library | $3.50 |
| Creative Activities | $3.50 |
| Diagnostic Reading (Intermediate) | $3.50 |
| Vocabulary Building (Intermediate) | $3.00 |
| Vocabulary Building (Upper Inter.) | $3.00 |
| Dictionary Skills I (Lower Inter.) | $2.50 |
| Dictionary Skills II (Inter. & Upper) | $2.50 |
| Sound, Write, Read, and Spell | $3.75 |

## ORDER NOW!!

Order from your School Supply Distributor, Coast to Coast, or direct from Hayes.

Please send me .....

.....

.....

.....

.....

.....

.....

I enclose $..... TE

Name .....

Address .....

City ..... State ..... Zip .....

☐ Please send me FREE Full-Color Poster and complete descriptive Catalog.


**HAYES®**
**SCHOOL PUBLISHING CO., INC.**
321 Pennwood Ave. Wilkinsburg, Pa. 15221


## HAYES DUPLICATING MASTERS READING COMPREHENSION

Each book has carefully worded high-interest stories for testing reading skills. The pages have story-related questions on comprehension, vocabulary, dictionary skills, sequencing, and direction following.

| | |
|---|---|
| **PRE-PRIMER** | |
| Balloons, Birds, and Balls | $3.00 |
| **GRADE 1 — 1st SEMESTER** | |
| Airplanes, Pet Stores, and Fire Trucks | $3.00 |
| **GRADE 1 — 2nd SEMESTER** | |
| Smiles the Clown | $3.00 |
| **GRADE 2** | |
| Meg and the Animals | $3.00 |
| **GRADE 3** | |
| Mystery Island | $3.00 |
| **GRADE 4** | |
| The Sunnyside News | $3.00 |
| **GRADE 5** | |
| Hot Dogs, Pigeons, and Fish That Walk | $3.00 |
| **GRADE 6** | |
| Gremlins, Mermaids, and Mousetraps | $3.00 |
| **JUNIOR HIGH** | |
| Motorcycles, Swimming, and Dog Detectives High-Interest, Low-Level | $3.00 |

## HAYES DUPLICATING MASTERS WRITING

| | |
|---|---|
| Let's Write Book 1 (Manuscript) | $3.75 |
| Let's Write Book 2 (Cursive) | $3.75 |
| Creative Writing for Upper Grades | $3.50 |
| Let's Drill (Cursive) | $3.75 |

## DUPLICATING LANGUAGE

### DRILLS AND TESTS

| | | | |
|---|---|---|---|
| Grade 1 | $3.75 | Grade 2 | $3.75 |
| Grade 3 | $3.75 | Grade 4 | $3.75 |
| Grade 5 | $3.75 | Grade 6 | $3.75 |
| Language Drills Jr. High Book 1 | | | $3.75 |
| Language Drills Jr. High Book 2 | | | $3.75 |

## DUPLICATING SOCIAL STUDIES

| | |
|---|---|
| American History | $3.75 |
| Crossword Puzzles Social Studies | $3.50 |
| Old World Background (100 pages) | $5.50 |
| Social Studies for Community Living | $3.50 |
| Getting Acquainted with Our World | $3.75 |
| Hayes Book of Indians | $3.00 |
| New Geography of U. S. | $3.50 |
| Outline Maps (Continents) | $2.50 |

## NEW BILINGUAL SPANISH-ENGLISH

**LET'S LEARN (Vamos a Aprender) ENGLISH AND SPANISH** provides exercises in basic words and everyday expressions for English or Spanish speaking classes. Also suitable for adult education classes.

| | |
|---|---|
| FL03 Spirit or Liquid Machine | $3.00 |

## GUIDES AND HANDBOOKS

| | |
|---|---|
| The Kindergartners Everyday Doings | $2.00 |
| Kindergarten Guide | $2.00 |
| Art Guide and Handbook | $5.00 |
| Phonics Guide and Handbook | $5.00 |

## A NEW HAYES HANDBOOK

| | |
|---|---|
| Tips and Clues for Every Bulletin Board — In Color | $5.00 |

## HAYES NEW DUPLICATING MASTERS

### SOLVING SCIENCE MYSTERIES THROUGH PUZZLES AND GAMES

Usable with any science program as a hands-on activity and for independent instruction. Clever puzzles, outstanding illustrations. Teacher's key in each.

| | |
|---|---|
| Book 1 Science Mysteries Primary | $3.00 |
| Book 2 Science Mysteries Inter. | $3.00 |
| Book 3 Science Mysteries Upper | $3.00 |
| Book 4 Science Mysteries J. H. | $3.00 |

## HAYES DUPLICATING MASTERS PUZZLES AND GAMES

| | |
|---|---|
| Book 1A Beginners Puzzles | $3.75 |
| Book 1B Primary Puzzles | $3.75 |
| Book 2 Intermediate Puzzles | $3.75 |
| Book 3 Upper Puzzles | $3.75 |
| Solving Math Mysteries Book 1 | $3.75 |
| Solving Math Mysteries Book 2 (Inter.) | $3.75 |
| Solving Math Mysteries Book 3 | $3.75 |
| Word Wizards Book 1 | $3.75 |
| Word Wizards Book 2 | $3.75 |
| Word Wizards Book 3 | $3.75 |
| Ecology Puzzles Book 1 Primary | $3.75 |
| Earth Science and Ecology Book II (Inter.) | $3.75 |
| Ecology Puzzles Book 3 Upper | $3.75 |
| Daedal Puzzles | $2.50 |
| Word Discovery | $2.50 |
| Petti-Puzzles | $2.50 |
| Pre-Primer Readiness | $2.50 |
| Holiday Puzzlers | $2.50 |
| Vocabulary Development | $2.50 |
| Search and Discover Book 1 | $2.50 |
| Search and Discover Book 2 | $2.50 |
| Reading and Spelling Puzzles Book A | $3.50 |
| Reading and Spelling Puzzles Book B | $3.50 |

## HAYES DUPLICATING MASTERS

### ARITHMETIC DRILLS AND TESTS

| | | | |
|---|---|---|---|
| Grade One | $3.00 | Grade Four | $3.00 |
| Grade Two | $3.00 | Grade Five | $3.00 |
| Grade Three | $3.00 | Grade Six | $3.00 |
| Junior High | | | $3.00 |

## HAYES METRIC MATERIALS

| | |
|---|---|
| Metric Measurement Beginning Includes Metric Flash Cards | $2.50 |
| Metric Measurement Book I (Inter.) | $2.50 |
| Metric Measurement Book II (Upper) | $2.50 |
| Metric Posters (12" x 18") | $3.00 |
| Metric Workbook—Non-Duplicating | $1.50 |

## HAYES DUPLICATING MASTERS PHONICS

| | | | |
|---|---|---|---|
| Phonics IA | $3.00 | Phonics IB | $3.00 |
| Phonics IC | | | $3.00 |
| Phonics IIA | $3.00 | Phonics IIB | $3.00 |
| Phonics IIIA | $3.00 | Phonics IIIB | $3.00 |
| Phonics IVA | $3.00 | Phonics IVB | $3.00 |
| Phonics V | $3.00 | Phonics VI | $3.00 |
| Phonics and Reading | | | $3.00 |
| Phonetic Reader | | | $3.00 |
| Phonics Readiness | | | $2.50 |
| Phonics Grade 1 | $2.50 | Phonics Grade 2 | $2.50 |
| Phonics Grade 3 | $2.50 | Phonics Grade 4 | $2.50 |
| Phonics Grade 5 | $2.50 | Phonics Grade 6 | $2.50 |

CIRCLE QUICK-ACTION CARD NO. 14

# Audiovisual Materials

**Music**

*The following 16mm, sound, color films are recommended by William J. Cuttill (with the assistance of Beverly Teach), Indiana University Audio-Visual Center, as representative of those available for use in stimulating discussion on and an awareness and appreciation of various areas of music. Further information concerning these films can be obtained from the producers/distributors indicated by the number in parentheses.*

*Chulas Fronteras.* 57 min. 1976. Portrays the Rio Grande border area's Norteno (or Tejano) style of folk music. Grade 9-adult. (1)

*Copland Portrait.* 29 min. 1976. Depicts Copland and his music as major elements in the development of an American creative style. Grade 9-adult. (4)

*Harpsichord Builder.* 28 min. 1977. Follows W. S. Kuter, a Canadian, as he constructs a harpsichord. Grade 9-adult. (6)

*Say Old Man Can You Play the Fiddle?* 19 min. 1973. Shows Earl Collins, an Oklahoma-style old-time fiddler, at home playing six tunes. Grade 9-college. (3)

*Sweet Sounds.* 29 min. Observes the daily classroom learning experiences of 10 five-year-old children of different ethnic and cultural backgrounds who were chosen to attend the Marnes College of Music in New York. College-adult. (5)

*La Traviata.* 60 min. 1973. Presents Verdi's story of a tragic romance in an abridged English translation. *Focus on Opera Series.* Grade 9-adult. (2)

*Producers or distributors:* (1) Brazos Films, 10341 San Pueblo Ave., El Cerrito, CA 94530; (2) Centron Educational Films, 1621 W. Ninth St., Lawrence, KS 66044; (3) Film Images, 1034 Lake St., Oak Park, IL 60301; (4) National Audio-Visual Center, Washington, DC 20409; (5) Texture Films, 1600 Broadway, New York 10019; (6) Wombat Productions, Little Lake, Glendale Rd., P.O. Box 70, Ossining, NY 10562. ☐


CIRCLE QUICK-ACTION CARD NO. 28

TEACHERS

YOU CAN BORROW * UP TO $5000.00 ENTIRELY BY MAIL

• Easy to Get Money – No interviews • Convenient terms
• Fast mail service • Private . . . Relatives not contacted

Pay all your bills at once! If you need $1000 . . . $2500 . . . even $5000 . . . you can borrow by mail on just your signature. No cosigners! Relatives are not contacted. Your privacy guarded and respected. Have just one convenient amount to repay monthly by MAIL.

Our service is fast; as soon as we receive your inquiry, we will rush by mail everything you need to get the money. Over 70 years of nationwide service to educators. Try us! We are ready to serve you now!

POSTAL FINANCIAL SERVICES, INC.
Dept. 0619T, 14201 E. 4th Ave.
P.O. Box 39800, Denver, CO 80239

POSTAL FINANCIAL SERVICES, INC.
Dept. 0619T, 14201 E. 4th Ave.
P.O. Box 39800, Denver, CO 80239

Name _____
Address _____
City _____ State _____ Zip _____
45

NOW! A CLASSROOM BADGE MAKING SYSTEM FOR UNDER $20.00!!

Complete System $19.95

BADGE-A-MINIT, the breakthrough in badge-making technology, allows you to make colorful, plastic-protected, metal pin-back badges instantly at a fraction of the previous cost. Use them to motivate improved study performance, promote school activities or good causes. BADGE-A-MINIT pays for its modest cost quickly and then can make your class or school money for the extras that school budgets can't afford.

The BADGE-A-MINIT system includes steel and fiberglass reinforced Lexan plastic hand die press, high impact color-coded die set, one dozen badge shells, pin-back parts, pastel perforated message discs and plastic protective circular discs as well as colorful literature on all BADGE-A-MINIT accessories and fully illustrated operating instructions.

GET FREE SAMPLE BUTTON AND FULLY ILLUSTRATED DETAILS

THOUSANDS IN USE BY LEADING SCHOOLS

BADGE-A-MINIT, Ltd., Dept. TO-48 Box 618,
Civic Industrial Park, La Salle, Illinois 61301

☐ Yes, send me my free button and fully illustrated details.
☐ I'm convinced. Rush me the complete system. I've enclosed $19.95 (check or money order) plus $1.75 for postage and handling and 5% sales tax if I live in Illinois. (School purchase orders accepted)

NAME _____
SCHOOL NAME _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____
SIGNATURE _____

UNCONDITIONAL MONEY BACK GUARANTEE

CIRCLE QUICK-ACTION CARD NO. 2

# Free or Inexpensive

**Basic Skills**

***The Three R's: A Handbook for Teachers, Tutors, and Parents.*** Gary Don Hadley. Concentrates on teaching the basics. Contains a 16-week plan that outlines objectives, methods, and materials for each lesson. Suggests ways to administer informal diagnostic tests at home and offers suggestions on how to make teaching materials and lesson-related games. Useful primarily for parents, but has practical suggestions for classroom teachers. 1977. 266 pp. $5.95. Acropolis Books Ltd, 2400 17th St., N.W., Washington, DC 20009.

**Ecology and Energy**

***Science Activities in Energy.*** Four units—solar energy, conservation, chemical energy, electrical energy—that illustrate principles and problems related to various forms of energy and to their development, use, and conservation. Use metric measurements throughout. Activities involve science, art, economics, arithmetic, and other disciplines. 1977. Free. Science Activities on Energy, American Museum of Atomic Energy, P.O. Box 117, Oak Ridge, TN 37830.

**Language Arts and Social Studies**

Order the following publications from Instructor Curriculum Materials, Instructor Publications, Inc., Dansville, NY 14437.

***Activity Packs.*** Provide practice in specific reading skills and encourage independent work. Eight duplicating masters and teacher's guide in each booklet. 1977. $1.95 each.

#940 ***Discrimination***
#941 ***Tracking and Copying***
#942 ***Figure Ground***
#943 ***Alphabet Recognition***
#944 ***Alphabet Order***
#945 ***Beginning Sounds***
#946 ***Ending Sounds***
#947 ***Short Vowel Sounds***
#948 ***Long Vowel Sounds***
#949 ***Vowel Sounds—Long and Short Combined***
#950 ***General Classification***
#951 ***Word Recognition***
#952 ***Compound Words***
#953 ***Contractions***
#954 ***Sentence Structure***
#955 ***Punctuation and Capitalization***
#956 ***Word Usage***
#957 ***Word Meaning—Color, Number, Shape, and Size***
#958 ***The Five Senses***

***Practice in Basic Language Skills.*** Books one through six. Each book offers individualized work in oral and written language skills. Each contains 20 duplicating masters with nonreproducing answers. Grades one through six. 1977. 20 pp. $4.25 each.

***Word Play Series.*** Puzzles, anagrams, and more activities designed to help children develop vocabulary and problem-solving skills. Book A (grades two through four); Book B (grades four through six). 1977. 20 pp. $4.25 each.

Order the following publications from the Natl. Council of Teachers of English (NCTE), 1111 Kenyon Rd., Urbana, IL 61801.

***Classroom Practices in Teaching English 1977-1978: Teaching the Basics—Really!*** Edited by Ouida Clapp. Focuses on developing basic skills in language. Discusses sharpening critical reading ability. Includes writing, revising, and editing activities. Elementary through secondary levels. 1977. 148 pp. $4.75 ($3.75 for NCTE members).

***Thematic Units in Teaching English and the Humanities.*** Edited by Sylvia Spann and Mary Beth Culp. Five units—journalism, science fiction, sex roles in literature and the media, Black American literature, and teaching about divorce—designed for high school classes. Each contains teacher comments, overview, objectives, evaluation, suggested materials, and daily lesson plans and activities. 1977. 85 pp. $3.95 ($3.25 for NCTE members).

***International Human Rights and International Education.*** Thomas Buergenthal and Judith V. Torney. Discuss international education efforts, human rights activities of international organizations, the role of the United States, principles of international law, and political realities. Includes a critical survey of selected curriculum materials. 1977. $3. Stock No. 044-000-01651-6. Supt. of Documents, U.S. Govt. Printing Office, Washington, DC 20401.

***Just Writing—Exercises To Improve Your Writing.*** Bill Bernhardt. Gives general orientation to techniques of writing. Provides beginning and advanced exercises. Secondary level. 104 pp. 1977. $4. Teachers & Writers Collaborative, 186 W. 4th St., New York 10014.

***Television, Police, and the Law.*** Designed to examine the role of police in our society. Contains TV logs for students to record their observations of particular television programs; a student reader with articles about actual police work and legal and constitutional issues; six spirit masters for assignments, calendars of programs, specific activities; and a teacher's guide with comprehensive lesson plans, projects, and additional resources. Grades seven through 12. 1977. $4.50. Argus Communications, 7440 Natchez Ave., Niles, IL 60648.

***Think First, Read Later! Piagetian Prerequisites for Reading.*** T. Gary Waller. Provides a brief overview of Piagetian theory and points out its relevance for reading. Examines Piaget's views regarding the relationship between thinking and reading. Identifies research hypotheses. 1977. $3 ($2 for IRA members). Intl. Reading Assn., 800 Barksdale Rd., Newark, DE 19711.

**Learning Disabled**

***Directory of Educational Facilities for the Learning Disabled, 1978.*** Seventh edition. Lists more than 400 diagnostic services, remedial centers, and full-day and residential schools for children with learning disabilities. Free (35¢ for postage and handling). 64 pp. Academic Therapy Publications, P.O. Box 899, San Rafael, CA 94901.

**Metric**

***Metric Handbook for Teachers.*** Sixth edition. Presents activities for introducing metric concepts. 137 pp. 1977. $3.80. Natl. Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091.

**Music**

Order the following publications from Hyperion Press, 45 Riverside Ave., Westport, CT 06880.

***Children's Folk Piano Duets.*** Contains American, French, German, Spanish, and Bohemian folk songs. Beginners. 63 pp. $2.95.

***Easy Classical Piano Duets.*** Contains classical repertoire by Grieg, Beethoven, Strauss, and others. Intermediate grades. 1977. 63 pp. $2.95.

***The Joy of Piano Entertainment.*** Presents a variety of vocal and instrumental favorites. 1977. 83 pp. $3.50.

**Teachers and Teaching**

***The Ford Fellows in Educational Journalism Report.*** Collection of major news articles based on national travel/study programs of 16 educational journalists. Assesses current issues in American education. Topics covered are school finance reform, desegregation, magnet schools, competency-based testing, fundamental-alternative schools, textbook selection, parent power, and mainstreaming. 1977. 110 pp. $3 (prepaid). Publications Coordinator, Institute for Educational Leadership, 1001 Connecticut Ave., N.W., Suite 310, Washington, DC 20036.

***PDK Fastbacks.*** Order the following titles from Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47401. 75¢ (60¢ for PDK members). Quantity discounts available.

***#87 Multiethnic Education, Practices and Promises.*** James A. Banks. 1977. 34 pp.

***#88 How a School Board Operates.*** Ben Brodinsky. 1977. 38 pp.

***#89 What Can We Learn from the Schools of China?*** Franklin Parker. 1977. 50 pp.

***#90 Education in South Africa.*** Neville L. Robertson and Barbara L. Robertson. 1977. 37 pp.

***#91 What I've Learned About Values Education.*** Merrill Harmin. 1977. 41 pp.

***#92 The Abuses of Standardized Testing.*** Vito Perrone. 1977. 42 pp.

***#93 The Uses of Standardized Testing.*** Robert L. Ebel. 1977. 49 pp.

***#94 What the People Think About Their Schools: Gallup's Findings.*** Vernon Smith and George H. Gallup. 1977. 66 pp.

---

**FOR YOUR INFORMATION**

John Ryor, NEA President; Terry Herndon, NEA Executive Director.

NEA memberships and annual dues. Active, $30. Associate, $15. Paraprofessional, $15. Educational Secretary, $15. Student, $4.50 through Student NEA Chapters only. Retired, $5 (those retired before 9/1/73 continue at $2). Staff, $15.

For further information about NEA membership, write to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036.

*Today's Education* is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Reader's Guide to Periodical Literature, Education Index,* and *Current Index to Journals in Education.*

Seeing Yesterday, TODAY

Victorian mansions. Civil War battlefields. Ante bellum homes. Authentic log cabins. The blacksmith shop where Jim Bowie's knife was forged. You'll find a lot of yesterday in Arkansas today.

And you'll discover the American heritage of self-reliance at the Ozark Folk Center as mountain craftsmen proudly practice the crafts and music of early pioneers.

On the wilder side, Arkansas has thousands of acres of mountain wilderness set aside for hearty foot travelers. Plus a National River with untamed beauty protected by an act of Congress.

As an educator, you'll naturally appreciate how we've saved a little of America's past for your future. Now step into yesterday this year. Follow your senses to the natural state... Arkansas.

Arkansas is a natural

Name _____ TE 3-4-78

Address _____

City _____

State _____ Zip _____

Write: Arkansas Department of Parks & Tourism
149 State Capitol
Little Rock, Arkansas 72201

CIRCLE QUICK-ACTION CARD NO. 44

BORROW BY MAIL

From the

Original Teachers Finance Company

YOUR JOB AND GOOD CREDIT RATING
ARE SUFFICIENT TO ARRANGE A SIGNATURE LOAN BY MAIL

EASY TERMS

COMPLETELY PRIVATE LOAN SERVICE BY MAIL WITH PERSONAL LOANS UP TO $3500.00 CASH WITH UP TO THREE FULL YEARS TO REPAY.

FAST SERVICE

MAIL THIS COUPON FOR YOUR PERSONAL LOAN REQUEST

TPIC TEACHERS PROFESSIONAL INVESTMENT COMPANY
Box 425 Marksville, La. 71351
COMPLETELY CONFIDENTIAL

Please mail to me everything I need to arrange a loan by mail.

Full Name _____
If Joint Application
Spouses's Name _____

Address _____

City _____ State _____ Zip _____

Amount needed _____ Terms Requested _____ Months _____

CIRCLE QUICK-ACTION CARD NO. 37

Just what do **you** mean by *Minimum Competency*?

Probably something very special
to **your** district and **your** students—
determined by **you.**

And how do **you** plan to measure it?

Why not try **SCORE**?

SCORE is a customized criterion-referenced
testing service —
built around 1500 objectives
in Reading, Math, and Language Arts —
a service that will print and score
test booklets to your order.
With SCORE,
you not only get measurement
of just those objectives
at just those levels you specify,
but the tests are created
from items that are **nationally normed.**
You never need lose sight
of national performance standards,
but at the same time,
it's your test —
composed by you
to measure your curriculum,
scored by machine.
And you decide what the
minimum performances should be!

Like to know more?

Call on us for more information.
We'd like the opportunity
to help you build your own SCORE.

**Houghton Mifflin Company**

**TEST DEPARTMENT:** P.O. Box 1970, Iowa City, Iowa 52240
**REGIONAL OFFICES:** 666 Miami Circle, N.E., Atlanta GA 30324/66626
Oakbrook Blvd., Dallas, TX 75235/1900 So. Batavia Ave
Geneva, IL 60134/Pennington-Hopewell Rd. NJ 08525
777 California Ave., Palo Alto, CA 94304
**INTL. DEPARTMENT:** One Beacon St., Boston, MA 02107



**CREATIVE EXCITING PEOPLE HAVING FUN & MAKING MONEY**

**frame factory™ and gallery**

has opened over 100 stores in five years without a single shop failure.

It must be appealing to educators. Over 20% of these shopowners have been former teachers.

A new way of living! Unusual . . . Interesting . . . Fulfilling . . . A special kind of business. It's prestigious and satisfying.

Experience is not necessary, just a strong desire to have your own business where you can work with your hands and imagination; a willingness to work hard following a proven plan; and $32,000 to invest (financial assistance available).

Site selection, set-up, training, equipment, inventory and working capital are included.

If you want your own Frame Factory and gallery open by Fall '78, call us now. It takes time. Don't Wait!!

Call Operator 98 A, 1-800-824-7866
(California only) 1-800-852-7757

CIRCLE QUICK-ACTION CARD NO. 56



**Att. Teachers:**
**Vacation in Miami at Half the Price***

In Miami Beach you can get fabulous oceanfront resorts at literally* half the price in the summer or less, as compared to the winter season. For example, one luxurious oceanfront resort charges an average of $24.50 per person, dbl. occ. daily in the winter, but as low as $10.00 per person in the spring, summer and fall. Also, a rental car free for the first 3 days out of seven. There are money saving family rates with (2) children free...golf and tennis free...sunny beaches for that golden tan...fishing and boating plus loads of other exciting vacation pleasures. Yes, it's a smart way to go this summer. For more information as to the names and places of these great vacation values;

Write to:
Dept. T.E., P.O. Box 6725
Miami Beach, Florida 33154
Yours, Barbara White
Paradise Resorts

CIRCLE QUICK-ACTION CARD NO. 24


**USE THIS COUPON FOR CHANGE OF ADDRESS.**

**Your new address will be used for *all* NEA mailing. No other notification is necessary.**

ATTACH MAILING LABEL HERE

**MAIL TO:**

Membership Records
NEA/1201 16th Street, N.W.
Washington, DC 20036

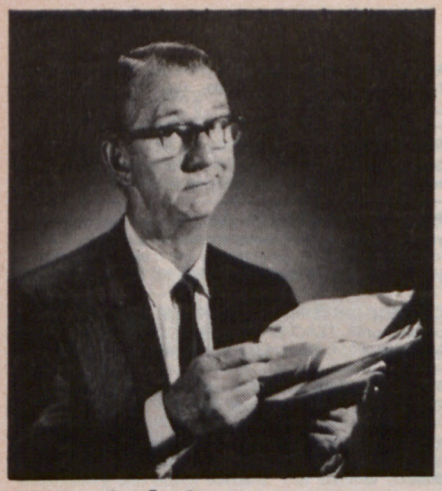
NAME _____

NEW ADDRESS _____

CITY _____

STATE _____

**Do NOT use the quick action reply card for change of address.**



**My job is to cut travel expenses.**

***. . . I did!***

**25% OFF REGULAR ROOM RATE**
FOR TEACHERS AND ADMINISTRATORS

No complaints, either. They liked the comfortable accommodations, with modern amenities, fine dining and intimate bar (just right for entertaining or contract closing) and the location is unbeatable, near everything that matters.

# The Gotham

**Fifth Avenue at 55th Street**
**New York, New York 10019**

Yes, we want the 25% DISCOUNT Rate

Name _____

_____

Address _____

City/State/Zip _____

(Please print. List additional names on separate sheet)

| | |
|---|---|
| New York | 212-247-2200 |
| Chicago | 312-664-9335 |
| Washington, D.C. | 202-737-1002 |
| Boston | 800-225-1739 |
| Philadelphia | 215-665-8520 |
| Toronto | 416-962-5711 |

CIRCLE QUICK-ACTION CARD NO. 11

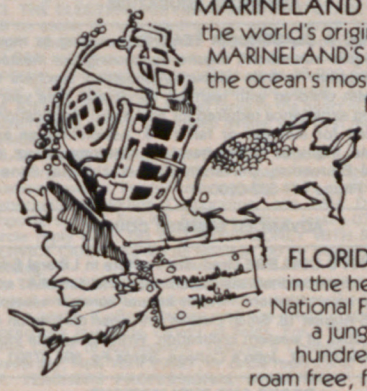
The Affordable Florida . . .

# See it all from Daytona Beach

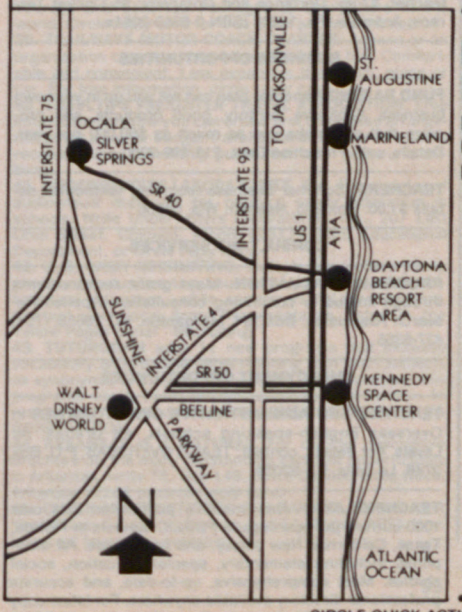
Your vacation to Florida's fabulous Discovery Coast can begin and end each day in the **DAYTONA BEACH RESORT AREA.** Wake up to the sun rising over the Atlantic and 23 miles of free beach. From the DAYTONA BEACH RESORT AREA, you can unpack once and enjoy the "World's Most Famous Beach" . . . and Florida's other great attractions are still just a short drive away.

Spend an hour or the day at **KENNEDY SPACE CENTER** where you view constantly changing displays, plus motion picture and space science demonstrations — all free. Then follow in the footsteps of the astronauts on the KENNEDY SPACE CENTER TOURS where you'll view memorable and operational facilities.

Explore the Ocean's darkest secrets at **MARINELAND OF FLORIDA,** the world's original marine attraction. With six daily shows, MARINELAND'S four-part program will provide views of the ocean's most awesome creatures and tickle your funnybone with the delightful antics of the educated porpoises and whales. A few miles north is America's oldest city, St. Augustine, home of the St. Augustine Alligator Farm.



Discover **FLORIDA'S SILVER SPRINGS** in the heart of the Ocala National Forest. Explore a jungle where hundreds of animals roam free, feed the fish from glass-bottom boats, and visit the Reptile Institute. FLORIDA'S SILVER SPRINGS is a constant surprise!




## FLORIDA'S DISCOVERY COAST

For more information and free color brochures on Florida's exciting Discovery Coast, write to:
Florida's Discovery Coast
P.O. Box 981
Code D
Cape Canaveral, FL 32920

Name _____

Address _____

City _____

State _____ Zip _____

THE AFFORDABLE VACATION

CIRCLE QUICK-ACTION CARD NO. 51

# Materials and Equipment

## Censorship

*This feature is prepared by P. Kenneth Komoski, executive director, EPIE (Educational Products Information Exchange) Institute. For further information about materials and equipment, write to EPIE Institute, 475 Riverside Drive, New York 10027.*

If you haven't run into it already, you may soon become aware of attempts to censor certain materials you are now using or might consider using in your teaching. The National Council of Teachers of English reports that it "has come across 40 state or national organizations whose major purpose is to censor school materials."

Most frequently, censors attack specific books, but sometimes they may try to ban all the writings of an author or even to forbid any mention of the writings or the names of specific authors. Emily Dickinson and Hans Christian Andersen, accused of homosexuality by some groups, are among authors currently under attack. Another type of censorship attempts to outlaw certain teaching methods (e.g., role playing) that are either used or recommended in classroom materials.

By its very nature, censorship is not an easy issue to deal with. We know that the impulse to shut out the new, the unknown, the suspect is likely to arise during periods of social change—often as a counterforce to that change. At such times, materials developed for the instruction of the young often become prime targets of censors. For unlike materials acquired by a public library for the use of a variety of citizens, classroom materials are selected for use in helping specific groups of students to achieve specific educational purposes, goals, and objectives.

Censors may not know much about the art of teaching, but they do know what kinds of teaching materials and methods they don't like. More to the point is their facile, unquestioning, and sure knowledge of what materials *others* should not like and their willingness

(continued on page 96)



# THE CLASSIFIED MARKET PLACE

**NON DISPLAY CLASSIFIED:** $5.25 per word (including name and address). Minimum order 10 words ($52.50). 4 time rate $5 10 per word. DISPLAY CLASSIFIED: 1" x 1 column $395, 2" x 1 column $710, 3" x 1 column $1,065. Column width 2¼". Please inquire for frequency discounts.

**GENERAL INFORMATION:** First word in all non-display classified ads set in bold caps at no extra charge. All copy subject to publisher's approval. All advertisers using P.O. Box number in ad must supply address and phone number before ad will be run. Closing 10th of second month preceding date of issue. Today's Education published 4 times a year. (Sept/Oct-Nov/Dec-Feb/Mar-April/May). Send copy and payment to: Joan Murray—Today's Education, Classified Dept., 380 Madison Ave., N.Y.C. 10017, N.Y. Tel. (212) 986-8993.

### ADVANCED EDUCATION

**ARE YOU A CLASSROOM TEACHER** wanting to move into special education? Inquire concerning our masters level program to train resource/consulting teachers to work with children with learning handicaps. One year's teaching experience required for admission. Applications accepted for summer or fall 1978. Assistantships are available. Inquiries to Stephen Lilly, Chairman. Dept. of Special Education, University Illinois, Urbana, Illinois 61801. Phone 217-333-0260

### ADVANCED SUMMER COURSE

**ST. JOHN'S COLLEGE** Graduate Institute in Liberal Education, an accredited institution approved for M.A. and teacher recertification. Twelfth annual summer session, June 25-August 18. Small classes with open discussion of great books of western civilization. Write: Graduate Institute, Box 326, St. John's College, Santa Fe, NM 87501

### BOOKS AND PUBLICATIONS

**TEACHER SERFDOM IN AMERICA:** Book daring to identify the non-classroom forces hindering teacher professionalism. Witty and incisive. Written by outspoken teacher. $7.95; Dorrance and Company; 35 Cricket Terrace; Ardmore, Pa. 19003 ISBN 0-8059-2051x

### BUSINESS OPPORTUNITIES

**FUND RAISING** franchise plan can set you up in your own business. Exclusive territory, good products, and program that can make you as much as $60,000 per year. Details, call: Franchise Dept. 216/499-2200

**TEACHERS:** Summer business-rebinding textbooks, details $1.00. Box 255, Neenah, Wis. 54956

### CONSULTANT SERVICES

**PROGRAM EVALUATION.** Meet grant requirements through limited or continuing consultation. Applied Research Associates, Box 194, Morganton, NC 28655, (704) 437-6355

### EMPLOYMENT OPPORTUNITIES

**TEACHING AND ADMINISTRATIVE OPPORTUNITIES** in Overseas English-speaking schools. All Grades, All Levels. For details, contact: TEACH OVERSEAS, P.O. Box 2748, La Jolla, CA 92038

**TEACHING JOBS**—New monthly publication lists over 1000 current job openings in *PUBLIC* schools in Florida, Texas, California, New Jersey, and nationwide. All disciplines including elementary, special education, social studies. Most comprehensive, up-to-date, and accurate professional directory available anywhere. For latest copy send $4 to NES, 729 Alexander Road, Princeton, NJ, 08540

**AUSTRALIA—NEW ZEALAND** Want you! Countless jobs! Transportation! Reports $2.00. AUSTCO, Box 8489-T, Long Beach 90808

**EDUCATORS:** Get first choice of school . . . business . . government jobs. Write for free information: Oxford Associates. Box 5529-H, Washington DC 20016

**PERFECT SUMMER JOB**—$20+/hour, your own boss, your hours, outdoors, excellent tax benefits, etc. Parking lot striping. It works great for me and it can work great for you. Write: Dennis Ware, 14610 SW 88, Tigard, OR 97223

**COLLEGE-UNIVERSITY VACANCIES:** Nationwide, 100+ pages/month. TEACHER INFORMATION EXCHANGE, 219 Madison, #314, Bainbridge Island, Washington 98110

**TEACHERS** at all levels. Foreign and Domestic Teachers. Box 1063, Vancouver, Wash. 98660

**EVERYBODY'S** garden planter; playground game liner. Write Thayer's Glads, 423 Franklin, Fort Collins, Colo. 80521

**SILKS,** 1000 selections, white scarves, 25% discounts available, catalog 35¢. Thaisilks, 393TE Main, Los Altos, Cal. 94022

### POEMS WANTED

**POEM CONTEST** Winner Awards. Broadway Music, Box 7438-ED, Sarasota, Fl. 33578

### RESEARCH

**ACADEMIC, PROFESSIONAL** research, writing, statistics. Expert team! Confidential. Guaranteed. RESEARCH UNLIMITED, Box 300-Q, Dayton, Washington 99328

### TRAVEL AND STUDY

**TRADE** homes on your vacation! Directory, supplement and listing $20.00. Free brochure: EDUCATORS' HOME EXCHANGE SERVICE, Dept. TE, Box 5846, Santa Fe, N.M. 87502

**SAVE. EXCHANGE HOMES.** Monthly Directory. For information, Educator's Home Exchange, 29-11th Street, Cayucos, CA 93430

**EUROPE ABC CHARTERS** from $279 to $399. Laker DC-10's. Durations 9 days to 12 weeks plus discounts on hotels, cars, tours. Send for schedule and great bargain bonus book, Sunflight Holidays, 3000 Marcus Avenue, Lake Success, N.Y. 11040

**HAWAII:** Maui's MAHINA SURF oceanfront condominiums, RR1, Box 100, Lahaina, Hi 96761 (808) 669-6068

**VISITING GERMANY?** Many reputable German citizens from all walks of professional and trade-world life would like to meet visiting Americans and introduce them to their cities, homes, and friends. If interested in such contacts please write for information to: FRIENDSHIP INTERNATIONAL; Box 6121, Rochester, Minnesota 55901

**VACATION WITHOUT MOTEL** bills. For information write Exchange Services, Inc., Box 248, Woodland, WA 98674

**EXPLORE CANYONLANDS!** Outdoor Nature Workshops are fun, University credit available. Sessions only $15, family rates. Send for Brochure: Canyonlands Environmental Education Center, Box 177, Moab UT 84532

**EARN UNIVERSITY CREDIT** while traveling America/Abroad. Write Box 813, Placentia, California 92670

**ENGLAND.** Four weeks, July. Six credits, $885. Room, Board. Deductible. JCA, North Stonington, Connecticut. Tel. 203-535-1183

**TOURS:** Arts, Archaeology, Photography—8th year. France: 6/25/78-7/18/78 Begin Paris. Celtic: Paris, Brittany, Britain, Ireland 7/19/78-8/12/78. Optional academic credit. Dr. Gale Engle, 755 Parma Way, Los Altos, Calif. 94022 (415) 948-4924

**ORFF - KODALY - DALCROZE WORKSHOP**

Internationally acclaimed clinicians: Orff--Ruth Pollack Hamm, June 26, 27; Kodaly--Lois Choksy, June 28, 29; Dalcroze--Robert Abramson, June 30, July 1. Undergraduate, graduate or CEU credit available. For information contact Dr. Janice Klemish, Music Department, University of Wisconsin Oshkosh, Oshkosh, WI 54901.

June 26-July 1, 1978

# Reader Service

*The following materials are available free (or at low cost) from various companies. To order, use the reply card inside the back cover.*

**1. SEND FOR THE EXCITING, NEW 80 PAGE FULL COLOR** "Yes, Canada!" brochure detailing Air Canada's 1978 tour packages.

**2. FREE SAMPLE BUTTON** and descriptive literature from BADGE-A-MINIT, LTD., makers of the only $19.95 complete badge-making system for the classroom. Creative/Fun uses, motivational-award buttons, innovative teaching tool and fantastic fundraiser!

**3. CAMPUS FILM DISTRIBUTING CORP.,** 2 Overhill Rd., Scarsdale, N.Y. 10583; (914) 472-9590 offers multi-media programs, books, films, filmstrips, and slide tape programs designed for teacher training, inservice training and day care training. Important topics in early childhood education and curriculum planning are presented.

**4. CITY OF NORFOLK.** Feel warm sand, warm water. Sail. Fish. Take the Norfolk Tour. Or take a trip to nearby Williamsburg and Busch Gardens. This summer come to Norfolk and feel good all over.

**5. DIAL FINANCE-MLO DIVISION. TEACHERS**—Borrow by mail from Dial Finance. Founded 1897, listed on N. Y. Stock Exchange. No interviews, co-signers, mortgages. For full details write: Dial Finance, Dept. 3508, 340 S. W. Eighth St., Des Moines, Iowa 50309, or send card.

**6. "TEACHERS LIABILITY UNDER THE LAW."** What every teacher should know about personal legal responsibility and how to avoid lawsuits. Sound-slide presentation. Leader's Guide and Participant's Handbook offering a complete inservice program. For free literature, circle reply card. HUBBARD.

**7. EURAILPASS.** Two weeks of unlimited First Class train travel through 15 European countries for only $180. Send for our free brochure on Eurailpass and Eurail Youthpass.

**8. FRANKLIN LIFE INSURANCE COMPANY.** Franklin Life has a few openings in your area in its specialized training program that can bring you additional income of $4,000 to $6,000. No previous experience required. Write, in confidence, to Donald Voss, Senior V. P., Franklin Life Insurance Co., Springfield, Ill. 62713, or circle reply card.

**9. FUTURES FOR CHILDREN.** Please send me more information on how I can help an American Indian boy or girl stay in school and receive the right kind of education.

**10. GEORGIA DEPARTMENT OF INDUSTRY AND TRADE.** Complete information on Georgia vacations listed in full-color 48-page "Georgia Day's" booklet, including camping areas, attractions, seasonal events, historical sites, colleges, golfing, lakes, state parks and Georgia Welcome Centers.

**11. THE GOTHAM** is a hotel of distinction and noted for its superlative service and comfortable settings. Located right at "Fifth and Fifty-Fifth", you can stroll to the finest shops, restaurants and clubs.

**12. NEW ORLEANS.** For information on lodging and accommodations and what to see and do in New Orleans, write: Clearinghouse, Greater New Orleans Tourist & Convention Commission, 334 Royal Street, New Orleans, La. 70130 or call (502) 522-8772, or circle reply card.

**13. WALT DISNEY** 16 mm films offer a selection of wholesome, entertainment films. Available for rental are Disney classics such as "Old Yeller", "Sword in the Stone", and "20,000 Leagues Under the Sea." Free 64-page catalog is available.

**14. FREE FULL-COLOR POSTER AND NEW CATALOG FROM HAYES.** Start the new year with the newest titles from the leader in duplicating masters. Hayes School Publishing Co., Inc.

**15. TRADE HOMES** with other educators on your vacation! Our service caters exclusively to people who are (or have been) employed in some way in the education profession. Free brochure and information. Educator's Home Exchange Service.

**16. "DIFFERENCES"**—A teacher training program that equips teachers to identify learning disabilities, assess them, and apply corrective measures in regular classroom situations. Also helps schools anticipate and deal with the impact of PL 94-142. For free literature, circle reply card. HUBBARD.

**17. FREE 1978 HIGH SCHOOL CATALOG FROM IDEAL** describes teaching resources covering entire secondary curricula. Programs include individualized courses, activity files, multimedia kits. More. Send for yours today.

**18. A UNIQUE AND UTILITARIAN BALLPOINT WATCH,** Rite-Time II is especially handy when every second counts. By blending the features of a full-size ballpoint pen with a six-function, five-digit, L.E.D. display time/date watch, RT-II is a tool of the future. Send for information. Keithco.

**19. I WOULD LIKE TO CONSIDER USING *THE LITERATURE OF THE BIBLE, INC.*** program. Please send your free descriptive booklet, TEACHING THE BIBLE IN LITERATURE COURSES.

**20. 16-PAGE, ILLUSTRATED TOY CATALOG.** Filled with many different inexpensive teacher aids, rewards, incentives, motivators, and gifts for children of all ages. Fund-raising carnivals, etc. Mapac Toy Co.

**21. MAUPINTOUR'S MIDDLE EAST.** Escorted tours, limited, unique. Persian Treasures, Turkish Treasures. Ancient Civilizations, England, Egypt, Greece, Rome. Egypt Exclusively. The Nile Cruise. In-depth Syria, Jordan, Israel. Mediterranean Cruise, Greece, Turkey, Egypt, Israel.

**22. THE NATIONAL INSTITUTE OF FITNESS** invites you to take a slim vacation this summer. Lose 30 to 100 pounds while enjoying a cool mountain vacation. Golf, tennis, swimming, horseback riding, fishing, complete spa facilities. Scientific reducing program.

**23. EUROPE FOR FREE.** Teachers can travel with students during the summer at no cost, while earning a stipend in the process. Send for complete information by circling the reply card. ODYSSEY INTERNATIONAL TOUR SERVICE.

**24. FULL COLOR BROCHURE AND "ADVENTURES IN SOUTH FLORIDA,"** featuring a full week of fun and activity to acquaint the vacationer with the really important things to see and do in the area. Paradise Resorts of Miami Beach.

**25. EARN EXTRA MONEY.** Sell at wholesale Hershey's, Reese's, Snickers, M & M's, Candies to youth fund raising groups. No experience or capital required. For free information, circle reply card. Personal Service Manufacturing Co.

**26. FREE HANDWRITING INSTRUCTIONAL MATERIALS CATALOG** for all grade levels: duplicating master, workshops, pens and pencils, special education kits, posters, wall charts, desk strips, awards, incentives, classroom decorations and more. Peterson Handwriting, 2215 Commerce Street, Dallas, Texas 75201.

**27. SEND FOR FREE CATALOG** of programmed instructional materials. Ann Arbor Publishers.

**28. POSTAL FINANCE COMPANY.** Teachers! You can borrow up to $3,000 on your signature only. Everything handled privately by mail. Fast services. No interviews. No payment on principal during the school vacation if desired. Convenient terms. Circle reply card for information.

**29. RAISE MONEY FOR YOUR CLUB,** School, Church, Organization. Sell top-quality merchandise for big profits. Proven program from one of nation's leading fundraising consultants. No investment required. For free brochure circle reply card. Revere Company.

**30. SATURDAY EVENING POST.** 20 activity/special interest books, $19.95. Each set of 20 soft-back books covering a wide variety of subjects is contained in an attractive shelf box—sits on your desk for instant availability. Books are 8½ x 11 with 36 pages—perfect for classroom exercises and projects.

**31. S.A.V.E.** See the exciting S.A.V.E. ad on page 9 of this issue. Learn how you can save about 50 percent on family products you use every day.

**32. SMITHSONIAN SLIDE SETS.** These 35mm slide sets illustrate the collection of the Smithsonian Institution: First Ladies' Gowns, Presidential Portraits, Baroque Musical Instruments, Suiting Everyone, Battle of the Little Bighorn, and Tragedy at Wounded Knee. Guidebooks included. Write: Photographic Services, Smithsonian Institution, Washington, D. C.

**33. THE ELECTRIC PORTABLE 3900 PHOTOTAPE PRINTER** for easier to read labeling that won't pop off. The 6200 High Speed Electric Letter Opener—processes up to 17,500 mixed sized envelopes per hour. 6100 Electric Collator—low cost way to collate up to 15,000 pages per hour. Write the Swingline Company for details.

**34. ICELANDIC** has the lowest fares to the heart of Europe, Luxembourg, of any scheduled airline. Low cost tours also available.

**35. DIAMOND ENGAGEMENT RINGS.** Teachers—now you can save up to 50% on diamond engagement rings and on diamond jewelry. For full color catalog, at $1 cost, write to Synergetic Marketing Corporation, c/o SMA Diamond Importers, P. O. Box 42, Fanwood, New Jersey 07023 or circle reply card. DO NOT SEND MONEY WITH READER SERVICE CARD. You will be billed $1.00 for the cost of the catalog.

**36. TEACHER'S COLLEGE/COLUMBIA UNIVERSITY** is the largest and most diversified graduate school of education in the world. It offers degree and non-credit courses and workshops in a wide variety of fields. For a free catalog write Office of Admissions, Teacher's College/Columbia University, New York 10027, or circle reply card.

**37. TEACHERS PROFESSIONAL INVESTMENT CO.** will loan you up to $3500 on the basis of your job and good credit. For full information, write TPIC, P. O. Box 425, Marksville, Louisiana 71351 or call (318) 253-6541.

**38. TRAVEL DISCOUNT—TEACHER GROUP.** Free 32-page Book. The finest selection of travel ever assembled in one book. Summer flights and one, two, three, week Do-it-Yourself and Escorted Packages to Everywhere in the world. Circle reply card for free book and information.

**39. TRAILWAYS MOTOR COACH CHARTER.** Anyone or an organization can charter a deluxe Trailways bus. Comfortable and convenient. Less expensive than train, plane or car. For free information, circle reply card.

**40. TRAVLTIPS FREIGHTER TRAVEL ASSOCIATION.** Free information on how you can cruise first class. Also arrangements for all other budget travel by land, sea, air. Members receive helpful bimonthly publication with recommendations.

**41. UNDERWRITERS LABORATORIES, INC.** Free catalog of audio-visual materials for product safety education in schools. Write Underwriters Laboratories, Inc., 207 East Ohio Street, Chicago, Illinois 60611—Attn: Educational Department, or circle reply card.

**42. U. S. ARMY RECRUITING.** Today's Army offers young people opportunities to pursue an academic or vocational-technical education, while serving as full-time soldiers. Contact your local Army Representative, listed in the Yellow Pages under "Recruiting."

**43. TUTORGRAM** adds 11 new programs that increase vocabulary and reading understanding with such subjects as synonyms, antonyms, homonyms. Three of these new programs teach basic multiplication and subtraction to make math more understandable. ENRICHMENT READING CORPORATION.

**44. ARKANSAS IS A NATURAL.** For colorful descriptive brochure on the many outstanding vacation opportunities in Arkansas, write TE, Box 149, State Capitol, Little Rock, Arkansas 72201 or circle reply card.

**45. CHECK INTERNATIONAL AIR BAHAMA** for low cost Youth Fare, Golden Youth Fare and 14-45 days APEX fare. Low cost tours also available.

**46. FREE PAPERBACK CATALOG.** Wholesalers of mass market paperbacks specialize in educational titles with experience in course adoptions. Suits News Company.

**47. HUMANITIES EXTERNAL DEGREE PROGRAMS.** Faculty-guided independent study in art, music, history, philosophy, and literature to earn either the bachelor's or the master's degree. Wide flexibility in choice of study topics. Presented by California State University, Dominguez Hills, a fully accredited member of the California State University system. Circle reply card for free information.

**48. FREE INFORMATION ON "CHINA WEEK,"** classroom and school project, plus free brochure describing the film, "A VISIT TO THE HSIN HUA SCHOOL IN PEKING." Lawren Productions, Inc., P. O. Box 666, Mendocino, Ca. 95460.

**49. UNFORGETTABLE NEWFOUNDLAND**—nearer than most vacation spots in the U. S., yet so peaceful, so different. An idyllic retreat from the cares of your world. Come visit us and share our summer in another world next door.

**50. CITY OF ST. PETERSBURG, FLORIDA.** 68-page Travel Guide tells all about St. Pete, including many rates. Ski, swim, sail, boat, golf, play tennis, see Greyhound and Thoroughbred racing, Jai Alai, and dine in a different language every night.

**51. DAYTONA BEACH:** Send for your free Vacation Packet and find out how you can stay on the beach on Florida's Discovery Coast and still be close to great attractions like Kennedy Space Center, Marineland, and Silver Springs.

**52. CALIFORNIA STATE UNIVERSITY, FULLERTON,** through the Office of Continuing Education, offers unique and diversified educational experiences including foreign-study programs throughout the summer and the academic year. For additional information at no cost, please write to Office of Continuing Education, Box SS78, California State University, Fullerton, Fullerton, CA 92634, Attention: Alex Sharpe, or circle reply card.

**53. ATTITUDE ASSESSMENT SEMINAR.** A three day "train the trainer" seminar constructed to allow you to experience and install a positive reinforcement program within your organization—at a cost you can afford. Send for a fact-filled brochure detailing contents and methods. Personal Dynamics Institute.

**54. NORTHWESTERN MUTUAL LIFE INSURANCE COMPANY.** Send for free booklet which tells about a career in life insurance sales. "Where Do I Go From Here" explains life insurance selling and makes comparisons with selling other products and services.

**55. H. C. JOHNSON PRESS** offers free brochure describing *Occupational Essentials,* a workbook/reference which covers everything from basic preparation to the realization of meaningful employment. Practical, comprehensive, and proven effective by leading educators.

**56. NEW CAREER.** How you can apply your knowledge and skills in your own business. $32,000 investment required (financial assistance available.) See our ad in this issue or circle reply card. The Frame Factory.

**57. FREE "PUPIL GIFTS" CATALOG.** 32 pages of hundreds of toys, games, books, prizes that stimulate classroom interest. Ideal for parties, carnivals, Halloween, Xmas, Easter, summer programs, etc. Suitable for grades K-9. Special offer on various teacher aids. Jonson Specialties.

**58. CATALOG OF CLASSROOM PHONOGRAPHS.** Monophonic and stereophonic and Newcomb's exclusive Tri-Phonic Sound phonographs and cassette tape recorders are described in a 12-page free catalog from Newcomb Audio Products Company.

**59. ARMY RESERVE** free information kits for your students. Explains opportunities and benefits. Skill-training, extra income and part-time jobs available in the Reserve.

**60. KALEIDOSCOPE PRESS.** Send for free information about our series of duplicating books on special education.

**61. ARMY ROTC** is explained in free pamphlets; four- and two-year programs; scholarships; and Junior ROTC. Metric teaching aids are also available.

**62. SYNERGISTIC EDUCATION SYSTEMS.** Send for our free literature which contains a complete description of cassette tapes we have available.

**5-DAY, 3-GRADUATE CREDIT COURSE.** Find out why teachers call the Learning Institute summer courses the best. See ad on page 23 and use that order form to request free information (Ad appears in Elementary Edition Only) and do not send with Reader Service Card.


**SECRET LOANS!**

We lend money by mail—$100 to $5000 in absolute privacy. Borrow for any good reason: to pay off bills, fix up the house, take vacations, etc. No co-signers. No interviews. No mortgages of any kind required. Fast service. Write for full details. No obligation—no agent will call.

**Dial Finance,** Dept. 3507
340 S.W. 8th St., Des Moines, Iowa 50309

DIAL

**Dial Finance,** Dept. 3507
340 S.W. 8th St., Des Moines, Iowa 50309

Please rush full details on secret loans by mail. I am not obligated in any way.

Name_____

Address_____

City_____ State_____ Zip_____

CIRCLE QUICK-ACTION CARD NO. 5

Discover FLORIDA this summer

We have the weather beaches sunshine attractions accommodations... and the price is *right!*

Put it all together and we feel sure you will discover Florida has *more vacation* to offer at better prices than any place in the world. Be good to yourself. Plan FLORIDA today.

FLORIDA
THE PLACE TO BE

Fla. Dept of State
For D.O.C., Div. of Tourism—1977

So many, for so long, have chased the sun. But Florida caught it. And Florida keeps it. For further information on how you can *"Capture the Sun,"* write for your free *Florida Vacation Guide* Tell us where in Florida you would like to go and when you plan to arrive. Florida Division of Tourism, Collins Building, Tallahassee, Florida 32304

CONSULT YOUR TRAVEL AGENT


## Materials and Equipment

(continued)

to try to ensure that no teacher need take the trouble to decide whether to use a particular material in teaching particular youngsters. Yet that freedom to decide about the appropriateness of this material rather than that material for purposes of instruction is central to the teacher's art.

Those who would censor classroom materials may see themselves as simply exercising the citizen's voice in the selection process, a voice that is encouraged or required by law or guidelines in most states. Those state laws or guidelines were set up, and for the most part have served, to ensure that a variety of materials are available to teachers and that the materials illustrate the country's pluralism.

What these so-called "concerned citizens" groups are clearly not concerned with, however, is ensuring that school materials reflect pluralism. One group's petition, currently circulating in several states, would in fact prohibit schools from using materials about the contributions of different ethnic groups to our national heritage. The real concern of self-appointed censorship groups is to have materials reflect their own view of what is right about, and what is right for, this country.

The legitimate concern of teachers, schools, and states remains, however, not only to select materials that reflect our pluralistic society but also meet the individual needs of learners. Many state laws and guidelines on materials selection do a fine job in meeting the first of these criteria but fail to allow teachers to select materials that deal with the diverse learning needs of students. As I have mentioned before in this column, our research at EPIE Institute demonstrates that half of the country's teachers do not have a voice in selecting the major curriculum materials and the major equipment used in their classrooms.

Until all teachers are able to respond to the needs of every learner, we can hardly claim to reflect our nation's pluralism in our instructional materials. And every time a censor succeeds in convincing others to ban materials in the classroom, the task of achieving that objective becomes that much harder. □

# We know how to treat a lady.

## Presenting the BIC® Lady Shaver

*We know a lady wants to play it safe. The Bic Lady Shaver has a special guard bar, so it's tough to get a nick from your Bic.*

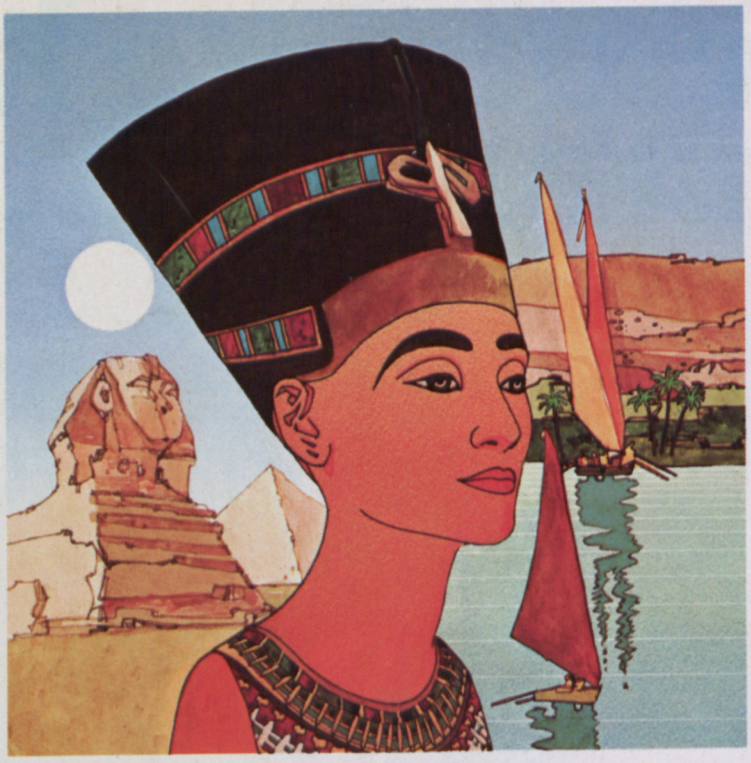
*We know a lady wants to be in control. The Bic Lady Shaver is well-balanced, so it's easy to maneuver around those perilous ankles and knees.*

*We know a lady likes good features. The Bic Lady Shaver will float in the tub. What it won't do is rust or clog.*

*We know a lady doesn't want to throw money around. You can buy 2 Bic Lady Shavers for just 49¢. And each one gives you lots of great shaves.*

*Sure there are a lot of shavers to choose from. But shouldn't you be shaving with the one that treats you like a lady?*

*The Bic Lady Shaver.*



# Maupintour's Middle East

## including Egypt and the Nile

- ☐ Escorted tours, limited, unique.
- ☐ Persian Treasures/Iran: 16 days.
- ☐ Turkish Treasures: 17 days.
- ☐ Ancient Civilizations: 20 days. England, Egypt, Greece, Rome.
- ☐ Egypt Exclusively: 15 days.
- ☐ The Nile Cruise: 17 days.
- ☐ The Middle East: 22 days. Egypt, Syria, Jordan, Israel in-depth.
- ☐ Greece and Egypt: 15 days.
- ☐ Mediterranean Cruise: 22 days. Greece, Turkey, Egypt, Israel.

Ask about these Maupintour escorted tours:

27TH ANNIVERSARY 1951-1978

**Maupintour**

Headquarters:
900 Massachusetts, Lawrence, Kans. 66044 / 800/255-4266

Regional Offices:
408 East 50th Street, New York, N.Y. 10022 / 212/688-4106
2912 M St., N.W., Washington, D.C. 20007 / 202/333-2183
1780 Pacific, San Francisco, Calif. 94109 / 415/673-5353

Maupintour escorted holidays include:
☐ Africa ☐ Alaska ☐ Alps ☐ Asia ☐ British Isles
☐ California ☐ Canadian Rockies ☐ Colorado ☐ Egypt
☐ Europe ☐ France ☐ Germany ☐ Greece ☐ Hawaii ☐ Iran
☐ India ☐ Spain ☐ Italy/Sicily ☐ Morocco ☐ North Africa
☐ Tunisia/Malta ☐ Orient ☐ Portugal ☐ Scandinavia
☐ South America ☐ South Pacific ☐ USSR/Eastern Europe

CIRCLE QUICK-ACTION CARD NO. 21

Blank Page
Intentionally
Inserted by
GWU Special
Collections

# READER SERVICE ORDER CARD

To receive *free materials* circle numbers corresponding to numbered Reader Service listings from preceding pages. Fill in all information requested. DO NOT USE THIS CARD FOR CHANGE OF ADDRESS.

**TODAY'S EDUCATION** April-May 1978

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 11 | 21 | 31 | 41 | 51 | 61 | 71 | 81 | 91 | 101 | 111 |
| 2 | 12 | 22 | 32 | 42 | 52 | 62 | 72 | 82 | 92 | 102 | 112 |
| 3 | 13 | 23 | 33 | 43 | 53 | 63 | 73 | 83 | 93 | 103 | 113 |
| 4 | 14 | 24 | 34 | 44 | 54 | 64 | 74 | 84 | 94 | 104 | 114 |
| 5 | 15 | 25 | 35 | 45 | 55 | 65 | 75 | 85 | 95 | 105 | 115 |
| 6 | 16 | 26 | 36 | 46 | 56 | 66 | 76 | 86 | 96 | 106 | 116 |
| 7 | 17 | 27 | 37 | 47 | 57 | 67 | 77 | 87 | 97 | 107 | 117 |
| 8 | 18 | 28 | 38 | 48 | 58 | 68 | 78 | 88 | 98 | 108 | 118 |
| 9 | 19 | 29 | 39 | 49 | 59 | 69 | 79 | 89 | 99 | 109 | 119 |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |

***The following information is required:***

**CLASSIFICATION**
**Please Check (✓) One**

- ☐ 01 A **Teacher/Faculty**
- ☐ 05 B **Counselor**
- ☐ 10 C **Librarian**
- ☐ 15 D **Nurse**
- ☐ 21 E **Ass't. Principal**
- ☐ 21 F **Principal**
- ☐ 30 G **Supervisor**
- ☐ 36 H **Ass't. Superintendent**
- ☐ 36 I **Superintendent**
- ☐ 50 J **Administrator (Higher Ed.)**
- ☐ 90 K **Association Staff**
- ☐ 99 L **Other**

**LEVEL**
**Please Check (✓) One**

- ☐ 1 M **Kindergarten**
- ☐ 2 N **Elementary**
- ☐ 3 O **Secondary**
- ☐ 4 P **Junior College**
- ☐ 5 Q **College/ University**
- ☐ 6 R **Adult Education**
- ☐ 9 S **Other**

**Please print your name and address clearly**

Name _____

School _____

Your Mailing Address _____

City _____ State _____ Zip _____

Items are not available after June 30, 1978.

AFFIX
9¢ POSTAGE

Nielsen Clearing House
P.O. Box 2779
Clinton, Iowa 52732

# Look at the Valuable, Free Order Materials for TODAY'S EDUCATION READERS on the other end of this card!

Look at the Valuable, Free Order Materials for TODAY'S EDUCATION READERS on the other end of this card!